

THE MAGAZINE OF BETTER SCHOOL ADMINISTRATION

# ***THE Nation's Schools***

**JULY**

**Improving the Home-School Partnership**

**What To Do When the Voters Say 'No'**

**Cheating in School Hasn't Increased**

**Should Shibler Have Been Heroic?**

**Four Steps to Quality in School Administration**

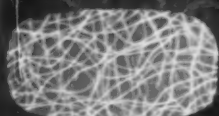
COMPLETE CONTENTS ON PAGES 3 and 4

**TEN DEPARTURES** from convention in this Illinois high school (page 56).

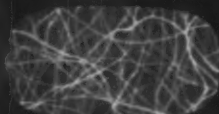


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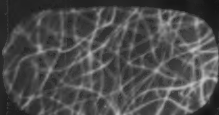
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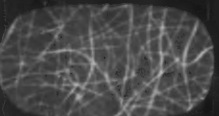
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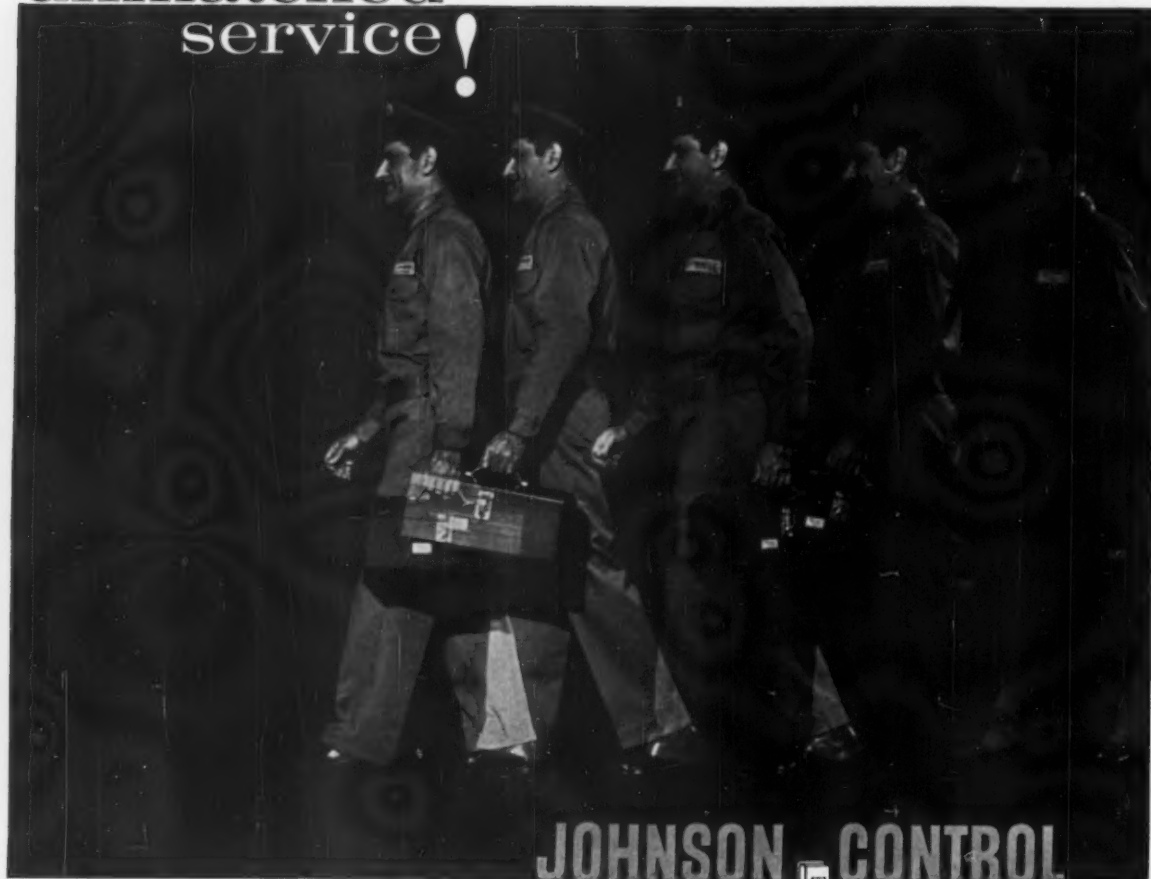
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# THE *Nation's Schools*

THE MAGAZINE OF BETTER SCHOOL ADMINISTRATION

JULY 1960

## **How To Improve the Home-School Partnership**

45 Mrs. James C. Parker

*An interview with the president of the National Congress of Parents and Teachers reveals her answers to dozens of questions on the school, the child, and the home. Mrs. Parker offers suggestions on how administrators can cooperate more effectively with the P.T.A.*

## **After the Voters Say 'No'**

53 Harry I. Wigderson

*Public confidence in the schools must be restored and maintained after a referendum has been defeated by the voters. Seven principles are suggested, in the form of questions and answers, to help obtain a 'Yes' vote when the next referendum is submitted.*

## **Four More Steps Toward Quality in School Administration**

55 John Guy Fowlkes

*Differentiated services, better teacher preparation, various kinds of staff teams, and effective working habits on the part of the superintendent are four steps that contribute to the quality operation of a public school system.*

## **Board Has Implied Authority To Hire Attorney**

70 Lee O. Garber

*Even in the absence of an authorizing statute, a Kentucky court holds that, for the protection of the corporate action of the board, school board members may employ an attorney, to be paid out of school funds, to represent the board.*

Vol. 66 No. 1

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## THE Nation's Schools

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#### Children Are as Honest as Ever 68

*Cheating and other forms of dishonesty on the part of children are not increasing in the schools, say most administrators. But in those schools where dishonesty is increasing, parental and public pressures are blamed.*

### SCHOOLHOUSE PLANNING

#### An 'Image of the Future' in Olympia Fields 56 R. G. Andree

*Under construction is the new Rich Township High School at Olympia Fields, Ill. The building design departs from the conventional school in 10 ways. One example: most classrooms will have a minimum of exterior view windows.*

### SCHOOL LUNCH

#### Protein Deficiency Is Worldwide Problem 74 M. L. Scott

*Some factors to cope with in school feeding on a worldwide basis are the supply of protein-rich foods to economically poor countries, the improvement of child health, the establishment of sound food habits.*

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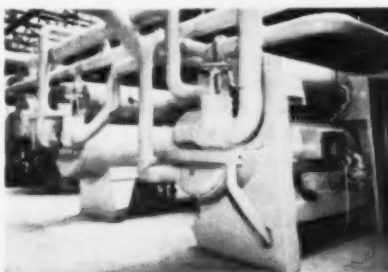
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# ADMINISTRATOR'S

# CLINIC

By CALVIN GRIEDER  
Professor of School Administration  
University of Colorado

## How Inclusive Is the Comprehensive School?

The term "comprehensive high school" has not enjoyed a great vogue in this country, nor has it been in use many years. When I was a student of secondary school administration in the late Thirties the word "cosmopolitan" referred to what we now call the comprehensive high school. I have not heard cosmopolitan used for a number of years now — in fact it dates one as an old-timer.

The appearance last year of the Conant report, "The American High School Today," started a great many people thinking and talking, mostly the latter, about comprehensive high schools and what it takes to make a secondary school comprehensive.

In his excellent 30 page discussion of the comprehensive high school, James B. Conant calls it "a unique feature," having no counterpart in any other land. Its distinguishing, over-all characteristic is a program that "corresponds to the educational needs of *all* the youth of the community." In other words, it is a *general* as opposed to a *specialized* high school. This definition requires, of course, some elaboration.

### Conant's List

Dr. Conant did devise a check list for evaluating the comprehensiveness of high schools under four main heads, each with appropriate detail in his report:

1. Adequacy of general education.
2. Adequacy of the nonacademic elective program.
3. Special arrangements for the academically talented students.
4. Other features (guidance, student morale, homerooms, social interaction among students of widely different academic abilities, and vocational goals).

A standard applicable to all high schools is Dr. Conant's recommendation that schools should have at least 100 in the graduating class. This means roughly a senior high enrollment of 350 to 400, or a four-year high school enrollment of 450 to 500. Schools smaller than this can either not operate at all as comprehensive schools or can do so only at an exorbitant cost, he writes, and on the basis of 20 years' studying and working at district reorganization, I heartily agree.

One criterion he used for locating schools that might qualify as having a high degree of comprehensiveness is, I believe, faulty: "... more than half the students terminate their full-time education at graduation." Otherwise, the definition of a comprehensive high school and the distinguishing earmarks suggested by Dr. Conant are very good and, in my opinion, will stand up under critical examination and application.

There is still plenty of room for debate, even assuming that in the U.S. we could agree on the nature of a comprehensive high school. Many do not favor this type of school, advocating instead separate schools for the "academically inclined" and the "nonacademic."

Such a position is revealed in a statement made by the superintendent of a topflight private scientific research and development corporation a few weeks ago, and reported in a big city daily. In effect he said that firms these days "are looking for people who can do things — not just for people who are willing to learn." He specified one of the city's eight high schools as an obvious place to establish a vocational school, because the percentage of students going on to

college from that school is small anyway.

The views inherent in such a statement savor more of the European attitude toward secondary education than of the prevailing American attitude, which I believe is reflected in the Conant report. I imagine that the Sage of Emporia, William Allen White, might also have approved Dr. Conant's position, for he wrote, "In education we are striving not to teach youth to make a living, but to teach youth to make a life, in the sense that a life is useful happiness and well spent leisure."

In Europe academic secondary education and technical (vocational) education invariably are provided for separately. Europeans either cannot grasp or simply do not like the idea of a secondary school's program embracing the needs of *all* the youth of a community. Or of an individual student's educational curriculum including both academic and vocational studies.

### 'Streams' in British Schools

The British do, however, also use the term comprehensive, and in the last five years have developed about 50 comprehensive secondary schools. But within these schools, separate "streams" for academic and vocational students of various levels and capacities are provided, and there is little or none of that social interaction among the students which Dr. Conant speaks of as desirable.

The testing of pupils at 11 plus for placement in differentiated streams may be carried on so extensively that as many as 15 groups are provided for. According to Sir Geoffrey Crowther, chairman of the Ministry of Education's Central Advisory Council for Education, writing in the *Atlantic* for April, this is the British interpretation of the comprehensive school, and meets growing parental objections "to having their children sent to different schools, not to their having different educations."

Britons believe in earlier and more narrow or intensive specialization than we do. We, on the other hand, are so devoted to general education that students typically spend a major part of their time on it not only in high school, but also in the first two years of college. It may be that we have gone off the deep end on general education, as Sir Geoffrey believes. Are we attempting the impos-



# How many lessons do we need?



*Smoke floats across a schoolroom floor. A child screams, stumbles and falls into a doorway. Hysteria fills the hallways. Trampled bodies jam the exits. The fire's a roaring demon now consuming . . . consuming . . . consuming.*

The story is not new. It happens in cities throughout our country . . . and each time it happens the public is shaken from its apathy. We are suddenly aware because the statistics are children now. But for how long will we be aware? The ugly truth is — an aroused citizenry is not aroused for long. And again tragedy waits for its opportunity — *our own short memories.*

How many lessons must we learn? 12,000 people died last year in fires — 2100 were children. Yes, these are "statistics". But each was a "loved one" to someone. *And the real tragedy is — all of the lives could have been saved.* Here's some-

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sible in trying to ensure that every boy and girl shall have more than a passing acquaintance with the major areas of knowledge? This is a disquieting thought, but at least it is something we might give serious attention to.

Note: H. R. Chetwynd, headmistress of Woodberry Down Comprehensive School, the first London County Council mixed comprehensive school, is the author of an interesting account of the school's first four years: "Comprehensive School: the Story of Woodberry Down," published this year by Routledge & Kegan Paul, Broadway House, Carter Lane, London E.C. 4, England, \$2.52. This work is more descriptive than evaluative, but is one of the few reports available on the British comprehensive school.

## It's Hard To Say Who Gets the Most Schooling

In the field of comparative education one of the most difficult items of information to procure is the number of days per year that children actually attend school in different countries. It is also hard to obtain data on the length of the school day for various levels of schooling.

Government documents usually give figures on the number of school days in such terms as "official days of school," but almost never do they give the number of holidays that are included in these figures. Information on the length of the school day is seldom reported, and practice seems to vary so much within individual countries, as it does in the U.S., that getting the information by writing for it is impossible.

Magazine reports on the number of school days in the U.S.S.R. set me to thinking about the subject. I have seen that the number of days for Russia ranges from 213 to 244, the former figure being credible but the latter obviously fictional. However, two superintendents who visited Russia this year have told me independently that the best calculation they could make resulted in 180 to 185 actual days of school. This is not much different from American practice, which is about 180 days.

Pursuing the subject further, I inquired of the U.S. Office of Education, and for the following data I am indebted to George A. Male, specialist in comparative education for West-

ern Europe. In reading these figures for the number of school days per year, no clue is given on whether or not holidays and holy days are included. I find it impossible to believe that in Spain there are 240 days of school per year.

It is highly probable that for each country some "official" but not actual school days are included, but no data are available to indicate how many. The length of school days varies somewhat, too. In West Germany, for instance, school is held six days a week for a total of 233 (sometimes 235) days, with the following number of 45 minute periods and total minutes per week:

First year: 18 (810 min.)  
Second year: 22 (990 min.)  
Third year: 26 (1170 min.)  
Fourth year: 28 (1260 min.)  
Fifth to eighth years: 32 (1440 min.)

Ninth to 13th years: 33 to 35 (1485 to 1575 min.)

Here is the list of school days for Western Europe, but remember that there are a lot of reservations and qualifications:

240 days: Austria and Spain  
233 (or 235) days: Germany  
228 days: Norway  
214 days: Sweden  
200 days: Belgium, Denmark, Finland, Netherlands  
190 days: Ireland, Italy, Luxembourg

180 days: France  
England and Wales: Practice varies from place to place. The school year usually begins in September and lasts until the end of July.

I had heard that the Fall of France was due to the two-hour lunch period, but maybe that isn't the whole story. ■

## Superintendent's Secretary

*A girl he'll teach  
to punctuate,  
And use  
the dictionary,  
While she is making  
up her mind  
Which teacher  
she should marry.*

—STEPHEN SCHLITZER



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## READER OPINION

### Let's Stop 'Muddling Through' the Crisis for Gifted Students

Since the days when our first colonists came to these shores determined to reach a condition of either wealth or salvation (and generally unprepared for either), whenever America has come face to face with a crisis, it has traditionally depended upon the process called "muddling through." Like a frontiersman who suddenly met a bear in the backwoods, there was seldom a preconceived plan of action. What happened next depended upon a diversity of factors: the size of the bear, its proximity, its willingness or unwillingness to make something of it. Crisis after crisis has been met in similar fashion.

Today once again a cortical irritation is plaguing us and giving us a national headache on a grand scale. It may well grow deeper and thereby paralyze our very national being, but the general public is viewing it in the usual manner, with a look of concern, a shrug of the shoulders, and a conviction that we will come through, somehow. We always have.

I refer to the present school crisis, which has been brought about by an erroneous educational philosophy, the toxic effects of which are now racing through our national blood stream and penetrating into the most remote appendages of our being. It is a frighteningly real crisis, and an effete public cannot depend upon the traditional unrealistic expediency of muddling through to solve the dilemma. The cold facts of statistics are against it.

Two truths have now become rather obvious: The crisis is being caused in large part by a concentration of effort in our schools on the less gifted youth of the nation, and what has been set as an educational goal has anachronistically become impossible to attain.

This could well bring our educational efforts to a stalemate, but there is a way out and it is a simple one, consisting of a shift of emphasis from the less gifted group of students to the more gifted.

This will bring our nation in line with its ideological competitors for world dominance. From my vantage point, I can see no alternative that offers much hope. — L. E. LEIPOLD, principal of Nokomis Junior High School, Minneapolis.



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A total of 13'5 1/2" in length;  
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Same counter in all-stainless steel,

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Mr. Stanley Buchacz, President of Justice  
School District No. 109, Justice, Illinois, says:

**“Our teachers have found  
with a thermostat**



Mr. Stanley Buchacz, in one of the classrooms in Justice Elementary School. A thermostat on the wall keeps the temperature just right for more take-home learning.

# students concentrate better on the classroom wall"



**Honeywell wall thermostats keep classrooms in Justice Elementary School uniformly comfortable. This makes for more take-home learning and prevents wasteful overheating.**

"At Justice Elementary School, teachers never complain about classroom temperatures," says Mr. Buchacz. "That's because Honeywell thermostats call for just enough heat to keep each classroom comfortable. The temperature is always right for teaching and for learning."

Honeywell thermostats on the wall not only assure maximum learning, they also help keep fuel bills at a minimum. They keep temperatures in the classrooms at the precise level selected. There is never any wasteful overheating. And thermostats in classrooms not in use can be turned down to help reduce expenses.

In schools, the wall is always the best place for the thermostat. On the wall, it feels the temperature in the classroom the way the students do. It is also more convenient for the teacher to read and adjust to offset varying effects of weather, occupancy and student activities.

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This is the Honeywell Round, the world's most popular thermostat. It will enable your teachers to adjust temperatures to fit specific classroom activities.

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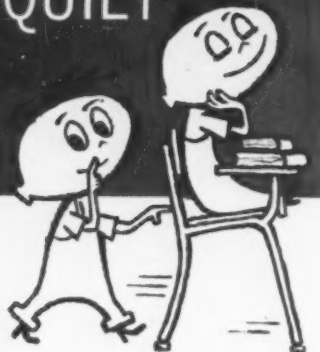
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# Report

from WASHINGTON

By EDGAR FULLER



Photo by Harris & Ewing, Washington, D.C.  
THE PENTAGON

**POWELL Amendment blocks compromise on Senate and House bills for school construction.**

The House of Representatives approved a four-year school construction bill sponsored by Rep. Thompson (D.-N.J.) by a vote of 206 to 189, on May 26. It authorizes federal appropriations of \$325 million annually for four years, to be allocated to the states according to school-age population, with 50-50 state or local matching during the first two years and 50-50 matching from state funds alone during the second two years. The states could authorize local districts to use the funds for construction, for annual payments on the principal and interest of school bonds, or for both.

Last February 4, the Senate passed a bill authorizing federal appropriations of \$928 million annually for two years, to be allocated to the states on a formula sharply favoring low-income states, and with no provisions for state or local matching. The funds could be used for construction, teachers' salaries, or both.

Before there can be a law from this session of Congress, of course, the Senate-House differences must be resolved and the new compromise bill passed and signed by the President.

During the acrimonious debate in the House, the Thompson bill survived all but two of the 11 amendments offered. Among the nine that failed, two of the most controversial were ruled out of order as not germane to the bill. There was an agreement between Speaker Rayburn and a group of influential Democratic proponents of the bill that points of order should take care of these two proposed amendments.

As a result, the effort of Rep. Metcalf (D.-Mont.) to substitute a less expensive version of the Senate bill failed with-

out a vote, to the dismay of many influential supporters of broader legislation. A similar fate met a proposal by Rep. Pucinski (D.-Ill.) to make low-cost construction loans available to private schools.

The House marched in many directions in rejecting seven other amendments. Rep. Kearns (R.-Pa.) heard his proposal to substitute the Administration's debt service bill shouted down. This decision was later confirmed by a 319 to 80 roll call vote.

**EFFORTS to use part of cigaret tax for schools fall flat. Thumbs down on equalization formula.**

A substitute amendment by Rep. Bow (R.-Ohio) would have authorized return of 2 cents of each 8 cents of federal cigaret taxes to the states for school construction. An effort by Rep. Pelly (R.-Wash.) to make the amount 6 cents instead of 2 cents was rejected by voice vote. Then the Bow amendment was rejected by 122 to 121 on a standing vote, but almost immediately approved by a 154 to 129 teller vote which followed.

At this point the Bow amendment had been substituted for the Thompson bill, which was too much for Secretary Flemming, Reps. Frelinghuysen and Kearns, and other Republicans supporting the Administration's debt service proposal. They reportedly agreed with Rep. Thompson to substitute the Administration's 1957 school construction proposal for the Thompson bill. It differed little from the Thompson bill anyway. Republican Floor Leader Halleck refused to accept the compromise. Finally, the Bow amendment was rejected by a roll call vote of 219 to 181.

(Continued on Page 16)



# VARI-AIR SYSTEM for schoolroom heating and ventilating



Holy Family Elementary School, Fulton, N. Y.  
Pastor: Rev. Edward C. Hearn

Architect: Edward Rock, Syracuse, N. Y.  
Contractor: Kenneth A. Taylor, Inc., Syracuse, N. Y.

## MECHANICAL INSTALLATION @ \$1.36 per sq. ft.

Vari-Air, a "split system" which handles ventilation requirements by a separate Vari-Air unit in each room, combined with Vari-Vac automatic temperature control system, provide a dozen plus features for new schools such as Holy Family Elementary School in Fulton, N.Y.

Foremost is the achievement of satisfying a basic concern of school planners everywhere... cost, without elimination of any design requirements. Citing actual facts, not general claims:

1. At Holy Family Elementary School, heating and ventilating cost was \$1.36 per sq. ft. compared to 23,520 sq. ft. gross building area cost of \$11.59 per sq. ft. This \$1.36 figure represents considerably lower installation expense and amounts to a sizable saving on the aggregate.

Other advantages, important to school planners, include:

2. More free floor area per room.
3. Quick morning heat-up.
4. Designed percentage of fresh air to recirculated air guaranteed regardless of outside temperature change.
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6. Elimination of classroom overheating due to student heat gain or sun heat gain.

7. Complete automatic control of heat input to schoolrooms through variation of steam temperature and volume, to agree with outside temperature change demands.

8. No down drafts from cold windows.

9. No drafts from air circulation.

10. No mechanical noise or mechanical maintenance requirements in schoolrooms.

11. Lower decorating costs through slight pressurization of buildings.

12. No technical training of maintenance personnel necessary.

Vari-Vac and Vari-Air systems, manufactured by Dunham-Bush, illustrate the advantages of a single source and delegating a single manufacturer responsibility. For instance, Dunham-Bush products at Holy Family Elementary School include: Vari-Air units; Radiation; Duplex Vacuum Pump with Differential controllers; air handling unit; Vari-Vac temperature controls; Steam Specialties including float and thermostatic traps, strainers, orifice valves, and orifice plates.

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## Report From Washington

(Continued From Page 14)

An amendment to allocate larger funds to poorer states as in the Senate bill was proposed by Rep. Elliott (D.-Ala.). An effort by Rep. Quie (R.-Minn.) to make the equalization formula so steep that many states would receive nothing at all lost by voice vote. Then the Elliott amendment was rejected by a standing vote of 103 to 76, accepted by a teller vote of 130 to 112, and finally rejected by voice vote.

Rep. Thompson offered an amendment to his own bill to increase its life from three to four years, with 50-50 state or

local matching during the first two years and 50-50 matching from state funds only during the second two years. This was accepted by a standing vote of 112 to 87.

An amendment by Rep. Powell (D.-N.Y.) reactivated the issue that killed school construction legislation in 1956 and 1957. Since then, not even the National Association for the Advancement of Colored People has insisted on this lethal weapon.

Nevertheless, by a standing vote of 126 to 108, and a teller vote of 151 to 103 in the committee of the whole, and later by a roll call vote of 218 to 181 by the House itself, the following anti-

discrimination amendment was added to the Thompson bill:

"The school facilities constructed with the assistance of payments received under this act shall be available to students without regard to race, creed, color, national origin, or religion, in accordance with the decisions of the U. S. Supreme Court."

The revival of this weakened Powell amendment can be accounted for by the fact that this is an election year. If no bill is finally enacted in 1960, the adoption of this amendment can be counted as a major cause. This will be true even though this antidiscrimination amendment probably adds nothing to federal desegregation powers already existing and is probably as unnecessary as Rep. Thompson argued it was on the House floor.

Congress could conceivably put together a compromise bill that could still be enacted before the political conventions force its adjournment early in July. A first prerequisite for such a bill would be the removal of the Powell amendment, because no bill with such an amendment can survive a Senate filibuster. It would be necessary to eliminate the provision for teachers' salaries in the Senate bill, because otherwise a veto is certain.

**BARDEN bill gets federal government deeper into special education. But defines this more as welfare than education.**

Chairman Graham A. Barden of the House education and labor committee has introduced a new bill "... to effect, through coordination, reorganization and transfer, the more efficient and effective operation of federal programs of special education and for rehabilitation of the handicapped. . . ." (H.R. 12328)

The bill would establish an Agency for Special Education and Rehabilitation\* which "... shall be the agency in the Department of Health, Education and Welfare principally responsible for matters relating to special education and to rehabilitation of the handicapped." The agency would have separate

(Continued on Page 20)

\*The bill defines special education as "... an educational program designed and coordinated to provide instructional, evaluative, and therapeutic services, as needed, for exceptional children who cannot be served in regular instructional programs without the benefit of modified or extended facilities, materials, and equipment, and who require the services of specially prepared personnel trained in providing such services."

Exceptional children are defined as those "... who require special education or rehabilitation services by virtue of (1) being blind or having serious visual impairments, (2) being deaf or hard of hearing, (3) being mentally retarded, (4) being motor handicapped, including the cerebral palsy, (5) having speech irregularities, (6) having serious health problems, such as heart disease, or other disabling conditions, (7) being socially or emotionally maladjusted, including the institutionalized delinquent, or (8) being exceptionally intelligent or gifted."

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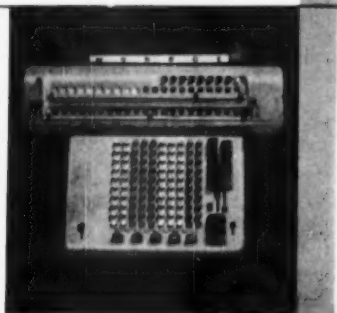


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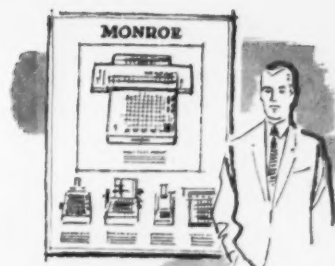
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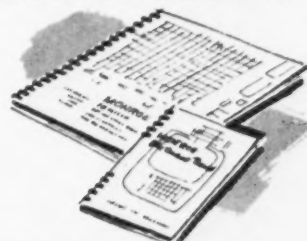


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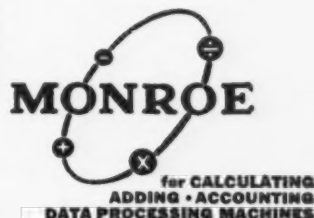
Student manuals contain machine operating directions, practice problems and assignments, all coordinated with the material Monroe prepares for teachers (above). Also, training kits with materials simulating on-the-job conditions, and quick-reference instruction cards while learning mechanics.

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# **VIRCO**



## Report From Washington

(Continued From Page 16)

rate divisions for special education and for rehabilitation. The bill would specifically transfer the special education functions of the U.S. Office of Education under P.L. 926 to the new agency. It would organize special education with rehabilitation at the federal level and separate special education from education as represented by the Office of Education.

The bill would also strike the word "vocational" from vocational rehabilitation and transfer the functions of the Office of Vocational Rehabilitation to the new agency. The new agency would have new freedom to perform rehabilitation services for independent living as well as for vocational purposes.

The H.E.W. Secretary is authorized to (1) award support grants to persons to enable them to pursue a course of instruction designed to equip them to engage in employment in a field of special education, (2) award fellowships to instructors or potential instructors of special education for advanced work for periods up to three years, (3) make grants to states and public and nonprofit organizations and agencies for up to one-half of the cost of projects for research, demonstrations and short-term training, for planning new programs in

special education, for expanding or improving supervisory or related services in public elementary and secondary schools in a field of special education, and for administration of a state's program of special education.

For these functions, federal grants of \$25 million are authorized for the first year, \$30 million for the second year, and such sums as Congress may determine for each year thereafter.

Another feature of the bill provides for a permanent joint congressional committee to watch over the new agency. This committee would be composed of three members of the committee on public welfare of the Senate and three members of the education and labor committee of the House.

The bill also authorizes a federal Interagency Council to coordinate federal activities in special education and rehabilitation. Members would be the administrator of the new agency, the Secretary of Labor, the director of the Bureau of the Budget, the administrator of veterans affairs, the commissioner of education, the surgeon general, the chief of the Children's Bureau, the chairman of the Civil Service Commission, and the librarian of Congress.

Three days after the Barden bill was introduced, the National Rehabilitation Association announced that, although it was informed orally of what might be

anticipated in the bill, it had no part in actually drafting the bill or in influencing policies with respect to what was included. N.R.A. policies will be decided later by its rehabilitation policy committee.

The Barden bill is a trial balloon. It will not be expected to pass in this session of Congress. It may not even have hearings scheduled. However, it should not be taken lightly by anyone interested in federal relationships to education. It suggests approaches that would vastly expand federal responsibilities in special education, and defines special education more in terms of welfare than in terms of education.

Special education thus defined, and implemented with federal funds, will directly affect education in almost every classroom. Most educators are likely to say that education of exceptional children is education rather than rehabilitation and that federal activities in special education should reflect this fact. ■

**Blue and Gray and Red.** None other than Premier Khrushchev is a contributor to the *Sousa Blue and Gray*, yearbook of a Bronx junior high school.

The staff wrote letters to a number of world figures, including the Soviet chairman, last Christmas, explaining that the yearbook's theme is "Reverence for Life." On February 3 a member of the Soviet delegation visited the school and recently turned in Mr. Khrushchev's reply.

Mr. K. hoped "you and the whole rising generation of America as well would learn what war is like from history books only, without ever seeing it with your own eyes."

Some of the *Blue and Gray's* other letters were acknowledged by secretaries of the notables addressed, but no statements were included.

**I.Q.—U.S.S.R.** Aleksandr R. Luriya, visiting Russian psychologist, opposes the I.Q. test for children as measuring nothing but performance and telling little about the reasons for it. Professor Luriya, in the U.S. to attend the annual meeting of the American Orthopsychiatric Association in Chicago, says a low I.Q. could have any of a half dozen causes, visual or hearing defects or actual brain damage. The Soviet Union integrates all work in the study of abnormal children in a single discipline called defectology, says the professor. He heads the Moscow Institute of Defectology, a division of the Academy of Pedagogic Sciences. Psychology in the Soviet Union, unlike its American counterpart, is concerned almost exclusively with problems of education and not with psychoses or neuroses. The relatively few psychologists in Russia work mainly in teacher training and research.

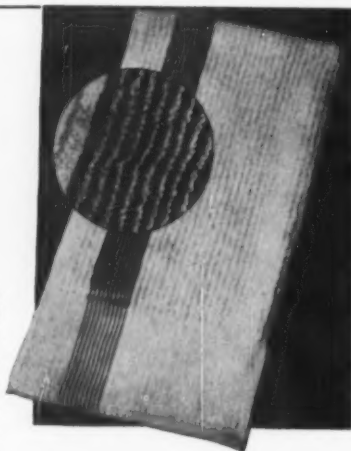
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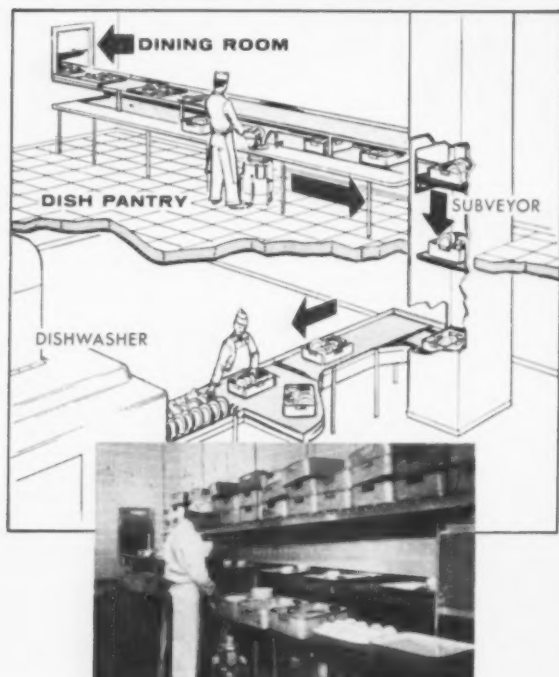


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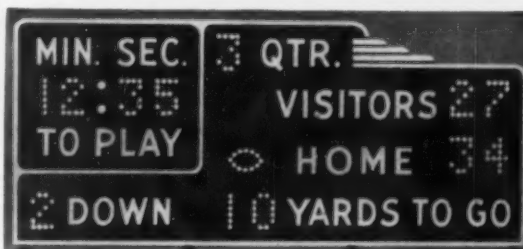
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(turn page for cost data)



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Herman Nelson—the company that made air conditioning economically practical for schools by providing for it on an optional, “now or later” basis—now offers brand new unit ventilator styling with optional color and optional function, too!

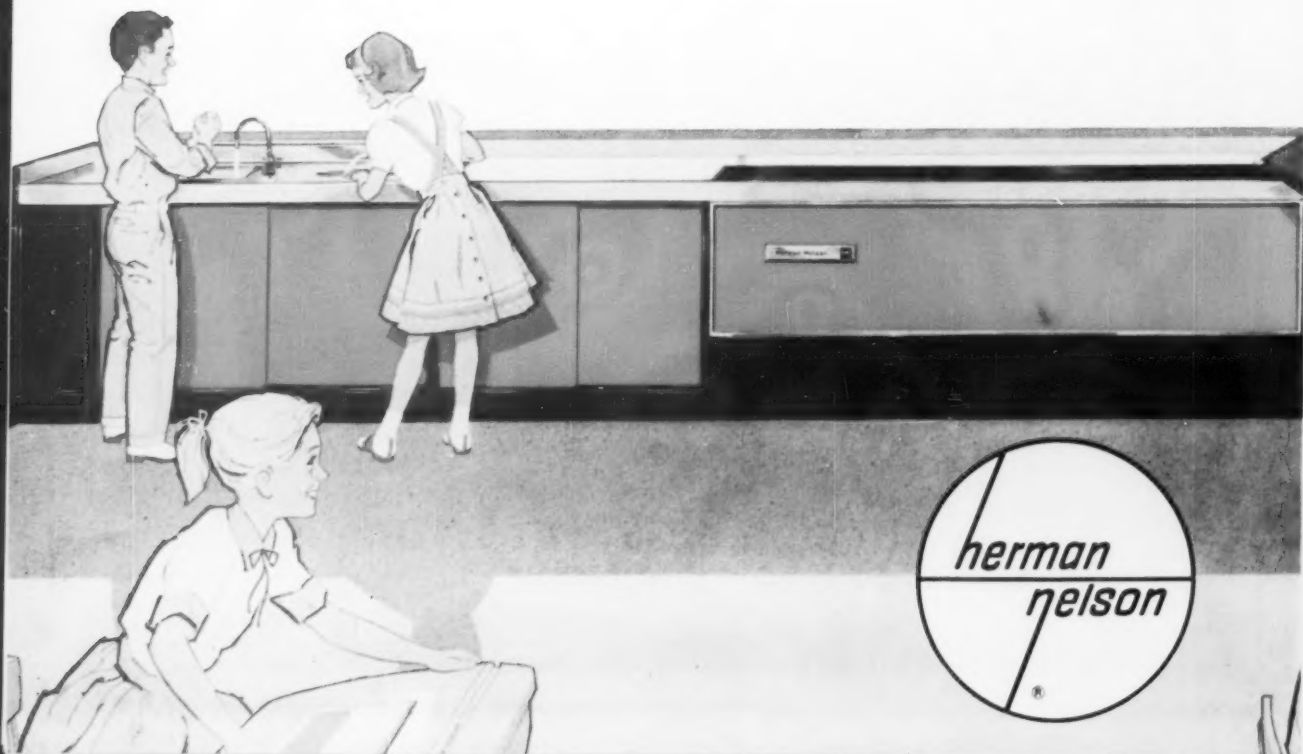
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**OPTIONAL FUNCTION!** Your unit ventilator companion equipment can include (1) sink and bubbler unit, (2) sliding door cabinets, (3) open shelf

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*to help  
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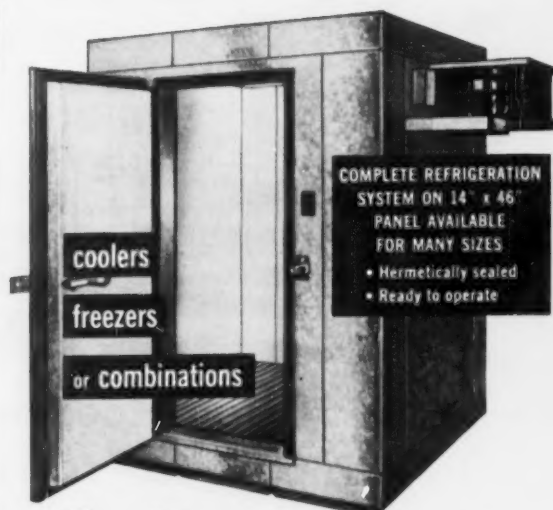
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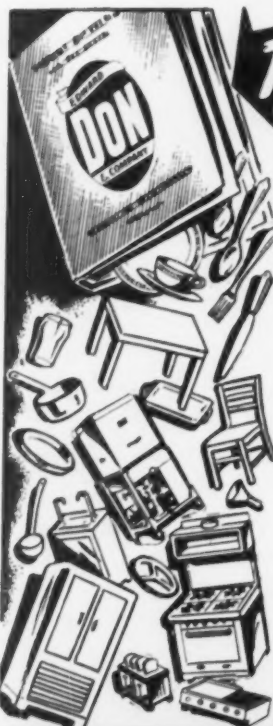
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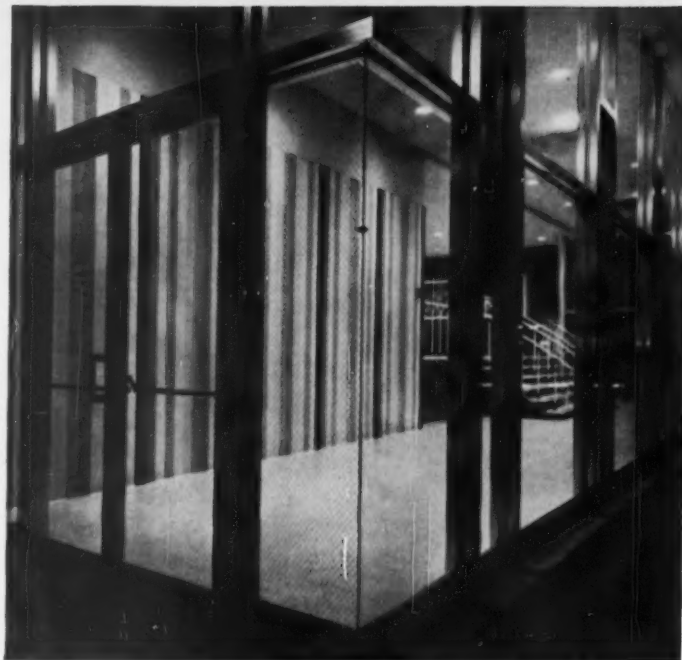
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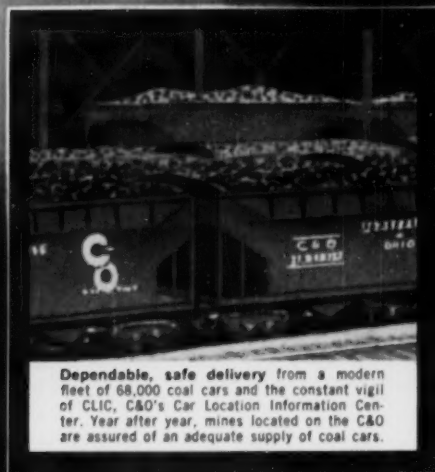
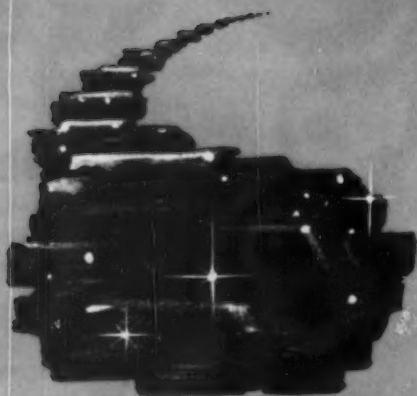
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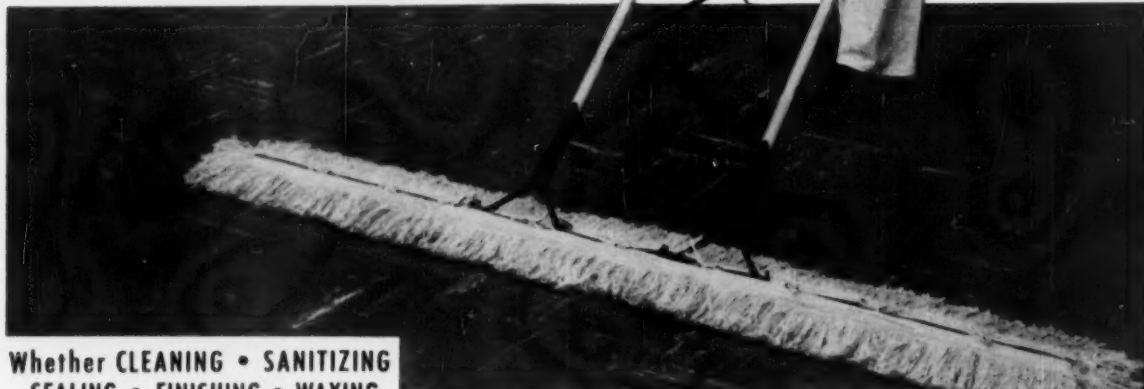
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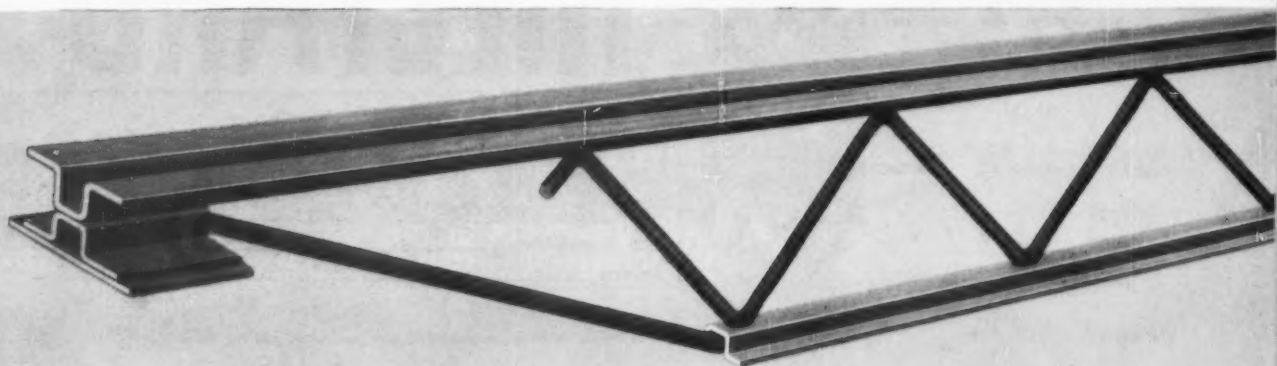
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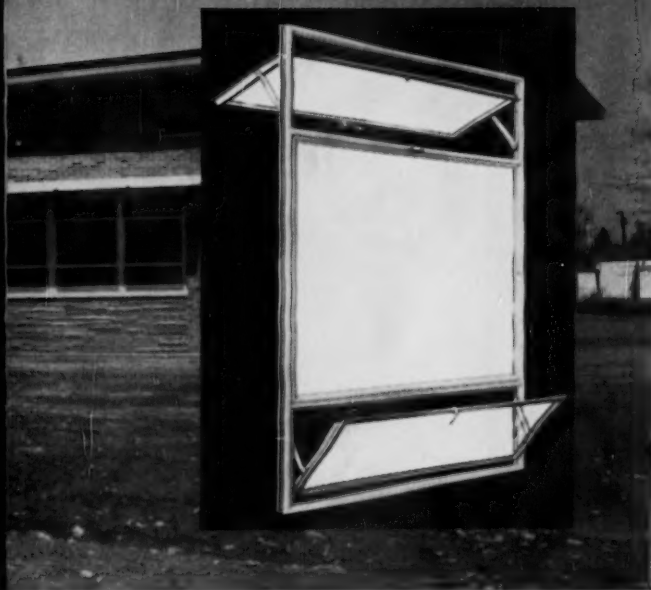
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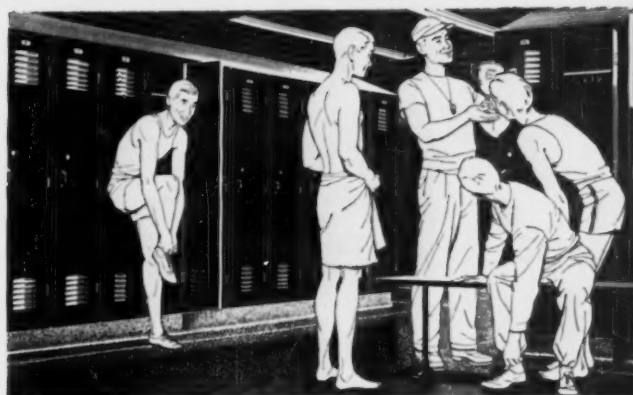
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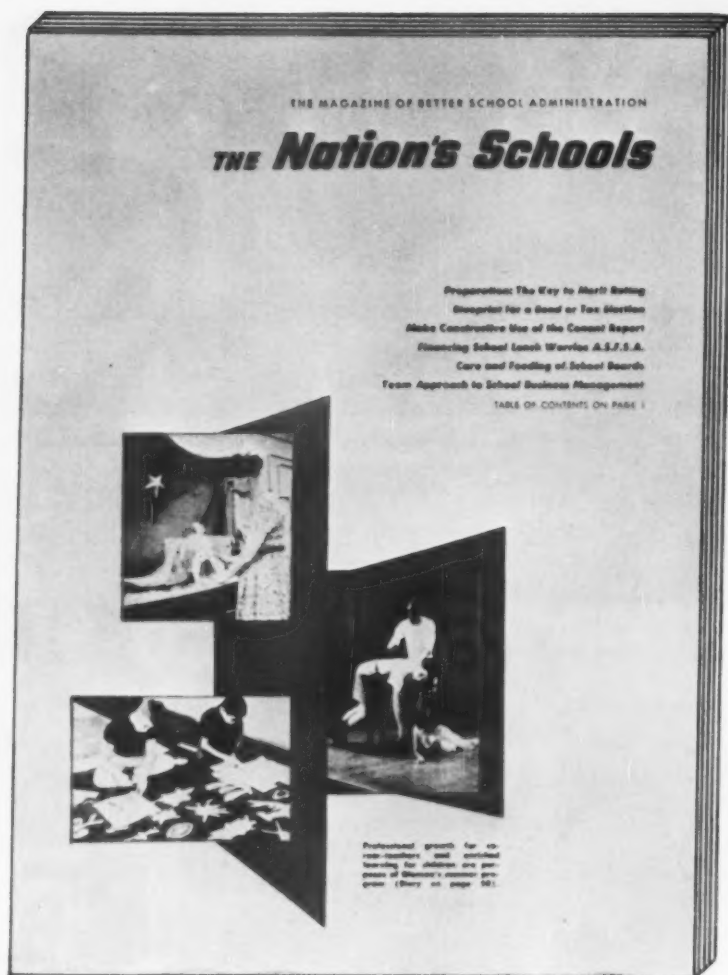
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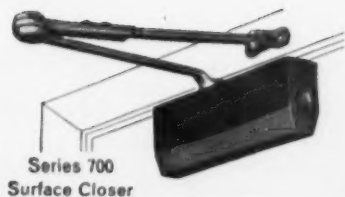


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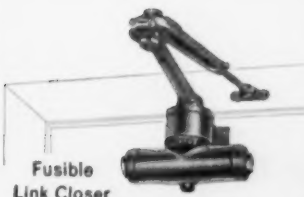
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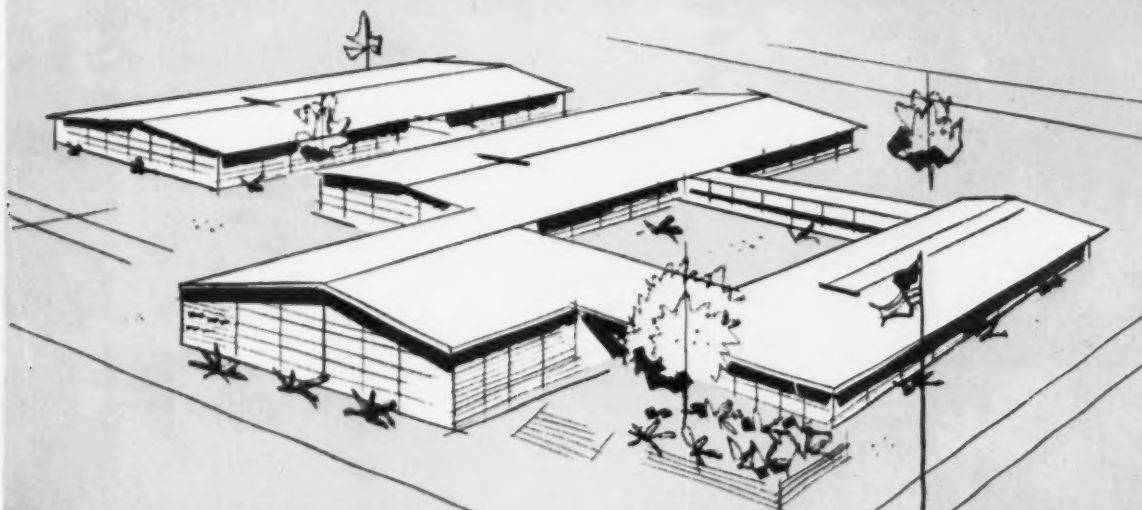


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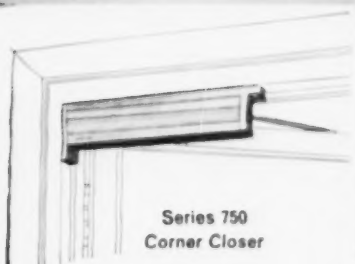


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# LOOKING FORWARD

## Should Shibler Have Been Heroic?

IN ONE of the strongest statements ever made by the N.E.A. Defense Commission, the sudden, forced resignation of Herman L. Shibler, superintendent of schools in Indianapolis, was denounced as "unethical, indefensible and offensive to the fundamental principles of fairness."

Said the commission, in a report released May 23: "The Indianapolis board did not give the superintendent warning of its specific dissatisfaction and a reasonable time to meet its expectations. It failed to live up to its own resolution of 1957 employing him for a period of four years. It had no excuse for its precipitous action, and failed to give any satisfactory reasons to the public to whom the schools belong. . . . The procedure of confronting a superintendent with a peremptory request for his resignation and then giving him less than three hours to make up his mind, accompanied by the warning that he would be dismissed if he did not resign, is indefensible."

Members of the Indianapolis Board of School Commissioners convicted themselves by refusing to meet with the N.E.A.'s special committee. The members of that committee are well known and highly respected, including a school board member, former school board member, two teachers, two superintendents, and one retired superintendent. Among those to whom the Indianapolis commissioners refused to talk were Philip J. Hickey, superintendent of St. Louis schools and former president of the A.A.S.A.; William Jansen, former superintendent of New York City schools, and Catharine C. Mulberry, a former member of the Chicago Board of Education. But the committee gathered evidence from interviews with the present superintendent of schools, with teachers, administrators and members of the Indianapolis Council of P.T.A.'s, with leaders of local civic organizations, and with Dr. Shibler.

### DISMISSED FOR BEING PROFESSIONAL

From the evidence gathered by the committee, it appears that Dr. Shibler was dismissed for being a *professional* school administrator. Dr. Shibler reports that the president of the board, in demanding his resignation, gave him the following reasons:

"1. He didn't protect the board against pressure groups. He cooperated with citizens' groups who had requests to make of the board.

"2. He supported annual promotion and marshalled

a body of supporting evidence to show that it was educationally desirable and less costly.

"3. He endorsed elementary school libraries and worked to get the board's approval.

"4. He refused to permit board members to dictate the appointment of principals — at Technical and Attucks — and at elementary schools.

"5. He had consistently resisted attempts to weaken and eliminate the programs for exceptional children.

"6. He did not support the board when he felt that his professional judgment was correct."

### A RECORD OF ACHIEVEMENTS

The special committee found much evidence of progress in the educational program of Indianapolis under Dr. Shibler's administration. Teachers and local leaders cited such achievements as the expansion of psychological services and remedial reading clinic facilities, the introduction of classes for the gifted child and special education classes for the retarded, and the initiation of a program for providing better library facilities in the elementary schools through cooperation with local P.T.A. units.

Dr. Shibler's possible weakness, they were told, was his impatience to get a project accomplished with all possible speed."

"The immediate surrender of Dr. Shibler to the demand for his resignation is regrettable," declares the N.E.A. investigating committee. The rules of the board gave him the right to a hearing, if he had not resigned. In its official report, the committee recommends that any superintendent refuse to be forced into a resignation short of the completion of his term of office and that all superintendents understand their right and obligations under the law and the rules of the board.

### WHO PAYS THE BILLS?

It might have been heroic of Supt. Shibler to fight it out alone, but what would you or I have done under similar circumstances? Would we subject our family to the continued humiliation that such a situation inevitably brings? Would we absorb the publicity and abuse that accompanies such a fight? Could we afford to pay out of our own funds the cost of the long, exasperating legal battle?

(Continued on Next Page)

School administration as a profession has no right to ask such sacrifices of any superintendent until it gives him more definite and tangible help. The fact-finding by the N.E.A. Defense Commission is invaluable, but it has no legal significance. Its power is that of influencing public and professional opinion. Even had Dr. Shibler awaited this help, he would have been holding the fort alone for 11 months (his resignation occurred June 30, 1959).

Seldom can an administrator get help from local organizations in a situation such as this, because the same forces that produced the crisis also dominate the local community. Local teachers may hesitate to act because of fear. In this case, the executive board of the Indianapolis Education Association refused to request an investigation, although the executive board of the grade teachers of the city had the courage to vote for an investigation.

#### DO NOT STAND ON THEIR RECORD

The N.E.A. investigating committee also discovered that the victorious slate of candidates for the Indianapolis school board has been presented ever since 1929 by a citizens' committee of not more than 200 members, who operate somewhat as a closed and controlled organization. Partly because of the activities and policies of this citizens' group, the N.E.A. special committee concluded that "in large measure, Dr. Shibler was a victim of a situation in which any administrator might be victim. Under the present procedure of electing school board members, the Indianapolis school system may be threatened periodically with disruption of its policies, its administration, and its entire school program. The board members do not stand before the public for re-election on their record."

In a crisis such as Dr. Shibler faced, the administrator needs help from outside his own community — help that is financial and help that is immediately available. It would seem that every state education association, and especially the state group of school administrators, should have policies and machinery to protect the professional rights of the school administrator. Unfortunately, there are times when even the state organization is incapable or reluctant to act. Here, then, is an opportunity and a need for the A.A.S.A. to define and publicize its position, so that administrators may know what help they can expect if they follow the advice of this special committee and refuse to be forced into a resignation short of the completion of their term of office.

## The Good (?) Old Days!

ANY schoolman who can afford to be shaved in a barber shop today will be suspected of having some other income besides his salary. Eighty-eight years ago he also would be under suspicion, but for a different reason. One of the rules posted for New York City teachers back in 1872 reads as follows: "Any teacher who smokes, uses liquor in any form, frequents pool or public halls, or gets shaved in a barber shop

will give good reason to suspect his worth, intentions, integrity and honesty."

Another rule reads: "Men teachers may take one evening each week for courting purposes, or two evenings a week if they go to church regularly."

This list of nine do's and don'ts was discovered by Charles A. Davis, principal of a regional high school in Massachusetts, and was published in the *Vineyard Gazette*, Martha's Vineyard, Mass.

Merit rating in those days was tied to a salary schedule, too, and the evaluation was done by the principal and the school board. The policy reads: "The teacher who performs his labors faithfully and without fault for five years will be given an increase of 25 cents per week in his pay, providing the board of education approves."

The teacher also was expected to establish his own retirement fund, as follows: "Every teacher should lay aside from each pay a goodly sum of his earnings for his benefit during his declining years so that he will not become a burden on society."

The other five instructions were:

"Each teacher will bring a bucket of water and a scuttle of coal for the day's sessions."

"Teachers each day will fill lamps, clean chimneys, and trim wicks."

"Make your pens carefully; you may whittle nibs to the individual tastes of the pupils."

"After 10 hours in school, the teachers should spend the remaining time reading the Bible or other good books."

"Women teachers who marry or engage in unseemly conduct will be dismissed."

And yet some people refer to this period as "the good old days."!

## A Timely Warning

IN SOME states, desegregation has taken a turn that threatens the whole concept of public education. Probably without understanding the significance, the possible ultimate outcomes, and the long-term effect on teachers and public education in general, some state legislatures have taken steps to provide public money for private schools. Thus, precedent is being established for the use of public money for all kinds of parochial and privately operated schools. Many believe this is a further step toward breaching America's traditional wall of separation of church and state and an ultimate threat to freedom of worship and freedom of philosophical reasoning, so cherished and valued by our country's founders that they were protected in the Constitution. — FINIS E. ENGLEMAN, executive secretary of the American Association of School Administrators, in annual report just released.

*The Editor*

**PRESIDENT** of the National Congress, Mrs. James C. Parker, is shown in front of national headquarters in Chicago. The three bronze sculptures on the facade represent the father, the mother, and the teacher. They were designed by Milton Horn.



## How To Improve the Home-School Partnership

**An Interview With MRS. JAMES C. PARKER**

President, National Congress of Parents and Teachers

by **Arthur H. Rice**

**I**F YOU were to ask the president of the National Congress of Parents and Teachers to single out the greatest need for improvement in today's curriculum, she would say: "Schools need to place greater emphasis upon preparing boys and girls for home and family living."

Why Mrs. Parker believes this to be true and her answers to dozens

of other questions affecting the relationship of the school to the home and community were expressed by the national president when the editor interviewed her recently. Mrs. Parker also has suggestions for teachers and school administrators who sincerely wish to cooperate with the P.T.A. The interview is reported in the following several pages.

IN THIS INTERVIEW, Mrs. James C. Parker expresses ideas and judgments not only as titular head of a national organization of 12 million parents and teachers, but also as a former teacher.

Karla Parker has been president of the National Congress of Parents and Teachers since May 1958. She has been an official of the congress since 1942, when she became president of the Michigan Congress. Prior to her leadership in the P.T.A. movement, she had been a teacher in both elementary and secondary schools in Michigan for eight years, and a teacher of home economics and adult evening classes.

Her first office was in the Dickinson Elementary P.T.A. of Grand Rapids, to which she still belongs. Prior to her presidency of the Michigan Congress, Mrs. Parker had been vice president and editor of the *Michigan Parent-Teacher*, and president, Grand Rapids Council.

She was first vice president of the National Congress from 1955 to 1958. The previous six years she was national chairman of the Committee on Congress Publications. From 1945 to 1948 she served as vice president of Region IV, which includes Illinois, Indiana, Kentucky, Michigan, Ohio and Wisconsin.

Today the influence of the National Congress is worldwide, and, as president, Mrs. Parker has represented the United States organization in Germany, Italy, Hawaii, Alaska, Japan and South America.

Mrs. Parker's civic interests and activities cover many fields. She was national president of the Campfire Girls from 1946 to 1949. She served the Michigan Council on Adult Education as president in 1953 and 1954, and was chairman of its home and family living committee for 10 years. She has been chairman of the Committee on Community Planning for Children and Youth of the Michigan Youth Commission and a board member of the Michigan Adult Education Association.

Her great interest in youth encouraged her to continue since 1939 as secretary of the Grand Rapids Public Recreation Commission, of which she is a charter member. The National Recreation Association cited her in 1957 for her "outstanding contribution to the recreation movement in America."

Mrs. Parker's hobbies include swimming and photography. Some of her excellent camera work appears at times in the *National Parent-Teacher*.

Photo by Jon's Studio



**MRS. PARKER** in her office at national headquarters in Chicago.



**What responsibilities belong to the school,  
what belong to the home,  
and how can the two work together?**

We must acknowledge that the school can be truly successful only if it has the interest and support of the home. The child doesn't simply go to school to be picked up by the school and to proceed with his educational experience there. He comes from a home that has had an influence on him for several years, and that will continue to make its mark upon him no matter what the school does.

We ought to realize that this is a working partnership. Sometimes one side of the partnership has to carry a heavier burden than the other, but if we are going to have education that is truly successful, then it must be one in which the home makes its basic contribution and the school supplements it.

**How do we get this understanding?**

**How do we get teamwork?**

I'm sure that in a school atmosphere in which the parent can meet with the teachers informally, in mutual confidence, to consider the best interests of a particular child, we have an ideal situation. Not all situations are as ideal as this, but this certainly should be almost basic — that the teacher in the school who is working with the child should have an opportunity to work also with his parents, *to meet them face to face*.

A meeting with the parents can be a revealing experience to the teacher, because he may then understand a great deal more why the child is what he is and why he does what he does.

**Have you any suggestions as to how  
report cards can keep the parents informed?**

We cannot use any one method of putting black figures on white or green or yellow paper that will serve every community. It seems to me that a report card ought to be built on the needs and the atmosphere of a community. In other words, if a community is the type that plans, with justice, to emphasize academic standards chiefly, then perhaps it needs the kind of report card that will be based largely on such standards. But there aren't very many communities like this.

Most communities have many, many children whose background and experience and abilities are not measurable by academic achievement. And in such a community a report card ought to be devised that will indicate how a child is approaching school, what his own progress is in the school background, what some of the needed bases of achievements are.

I would say that a good report card is one that has been worked out, if possible, by both the school administration and the teachers with the community in such a way that parents themselves will understand what the report card means and why it is what it is.

**How can parents help  
to elect an understanding school board?**

You don't get a good school board without citizen interest. I have a feeling, Dr. Rice, that you are trying to put me in a position of answering a question as to what the P.T.A. can do about school boards. While a P.T.A. does not as an organization endorse candidates or even go out actually to get candidates, acting as a P.T.A., it still can take a tremendous part in seeing that a good school board is elected.

In some communities there is a caucus, made up of representatives from many organizations in the community, on which the P.T.A. can serve in the selection of a school board candidate or a slate of candidates. And after such a slate is selected, all the people who have been nominated can be invited to P.T.A. meetings — to answer questions and to speak on a subject in which the P.T.A. has special interest. The people in the P.T.A. are obviously in a position to form their own opinions and to vote.

One of the great responsibilities of a P.T.A., I think, is to encourage its own members and citizens at large to vote, to take part in board of education elections.

**What do you think of citizens committees?**

Having seen a number of them in action and knowing what a profound benefit it is to a board to have the advice and the counsel of large groups of citizens representing different interests, I believe that this is a genuine means by which the school board and administration can be helped and, after ways of helping have been discovered, the general public can be informed.

I don't think that a citizens committee as such should go on forever. It should serve a specific purpose. It should know its purpose when it is organized and should disband at the end of the time in which it can make its maximum contribution.

**What can a school do to develop moral  
and spiritual values?  
How far can it go?**

It is not the responsibility of the public school to teach religion. On the other hand, it is impossible for a school to operate well without teaching moral and ethical values, even spiritual values. For example, kindness and gentle-

**NATIONAL** Council  
Advisory Service (below)  
is a medium  
for adding strength and  
stability to all council work.

**MEMBERS** of National  
Council Advisory Service  
meeting here are (l. to r.):  
Eva Grant, editor-in-chief,  
congress publications;  
Vera Diekhoff, senior editor;  
Mrs. C. Meredith Springer,  
president, New York Congress;  
Mrs. A. L. Hendrick, vice president,  
Region VI, and chairman  
of the committee; Mrs. Parker;  
Mrs. Joel L. Burkitt, chairman,  
standing committee; Mrs. A.  
Kenneth Spencer, national secretary;  
Mrs. Harold A. Belcher,  
vice president, Region V.



Photo by Jon's Studio



**LOBBY** of the new  
headquarters provides a  
pleasant welcome for visitors.  
The three-story building,  
with site, equipment and  
furnishings, cost \$950,000.  
The structure, of limestone and  
granite, was opened in 1954.



Reef Hotel Photo

**OFFICERS** of the National Congress discussed an issue of their official magazine, the "National Parent-Teacher," during recent meetings of the executive committee held in Hawaii. Shown here are (l. to r.): Mrs. A. Kenneth Spencer, secretary; J. C. Moffitt, second vice president; Mrs. James C. Parker, and Galen Saylor, treasurer.

ness and friendliness are all spiritual values, and all the way through school these are being taught, consciously or unconsciously, by the relationships within the school. A school, through planned teaching and by its whole atmosphere, can contribute to the moral, spiritual and ethical development of the child in order to make him a good citizen.

### **What kinds of discipline can or should a school use? Under what circumstances?**

We have to recognize that any kind of learning is discipline; actually learning to spell certain words comes through disciplined minds in the early years. If you mean by discipline the very formal rewards and punishments that we have considered in connection with discipline in the past, my feeling is that this, too, is related in some way to the general standards of the community. We need a just, a fair, and an honorable control of youngsters. Youngsters ought to know what is expected of them. I feel strongly they ought to be encouraged in any possible way to exert their own inner discipline.

### **Teachers often lament children's lack of ordinary classroom courtesies. Isn't this a failure of the home?**

One of the responsibilities of the school is to help the home or to substitute for the home. You might be interested to hear what Eleanor Roosevelt said not so long ago when I had the opportunity to have tea with her. She said that in one of the schools where they are trying to work with difficult children in small numbers they require certain courtesies — plain politeness, you might

say — and that this emphasis serves as a means of teaching youngsters about discipline, order and thoughtfulness for other people. She said it really contributes to the character development of the child.

We have been thinking about what part the home plays in the process of education. Although we may have touched upon some phases of it, we cannot emphasize too much the fact that the school is extremely hampered when a child comes from a home that has no genuine interest in education, in which books, for example, are unknown except as they are advocated over the television set.

### **How can a school help parents understand such things a little better — in addition to the P.T.A.'s work?**

I am interested to hear you say "in addition to" the work that our organization does. The first answer in my mind is, of course, an effective relationship between the parent-teacher association and the school. "In addition," I think the school should reach out in every possible way to the parents in the community, definitely and consciously, arranging parent-teacher conferences on children.

The teacher can't say to a parent, "You aren't providing the right kind of atmosphere in the home." But there are times when schools can make an unusual effort to get every single parent in the school present at an unusual program, so that each may have a chance to sense what kind of background is helpful to the youngster.

This can be done effectively — and the P.T.A. does it in many cases — in an individual classroom (I'm thinking especially of elementary schools). The teacher meets with all the parents, explains what he is trying to do, shows what the youngsters are doing, and tells why they are doing it. In this way the teacher can bring to parents

Photo by Jon's Studio



**PHOTOGRAPHIC** souvenir of Alaska, displayed by Mrs. Parker, shows an Eskimo family standing under strips of caribou meat beside their home.

In a recent trip to the 49th state, Mrs. Parker found that there is a "pronounced and eager belief in education." Membership in the Alaska P.T.A. groups is 10,700.

of specific children at a specific time in their school development an understanding of what is taking place. This ought to make some difference in the relationship between home and school.

### How can the administrator exert some leadership in the local P.T.A.?

I am glad you used the phrase "exert some leadership," because in most of the best P.T.A.'s the administrator does a great deal. He works closely with the P.T.A., serves on its program committee, or helps to select some member of the school staff who is particularly able in this field. This is not a controlled process; it is a cooperative process in which the thinking of the school merges with that of the patrons of the school. In this way the programs that develop come as a result of needs — perhaps of the parents, perhaps of the school, perhaps of the children, perhaps even of the community.

### The administrator used to run to the P.T.A. when he wanted to raise funds. Is this still true?

It happens, but through the years a great deal more understanding has come. It is not merely a question of the administrator, either. It is a question of eagerness on the part of the P.T.A. people to do something that they can see, and feel, that they know will be used — to which they have contributed. The P.T.A. really makes more of a contribution if it can get through the rightful sources, such as the board of education, things needed.

### How important is education for home and family living?

Some years ago we had a great increase in the amount of education for home and family living for youngsters in school. During the temporary Sputnik excitement some people began to think this might be superficial and we ought not to have as much of it. I have the feeling that this is one of the additions to the responsibilities of the school that ought to be on the increase instead of the decrease. Recommendations from the recent White House Conference on Children and Youth support this emphatically.

When we consider the number of youngsters who are marrying or becoming engaged in high school years, certainly something that helps them even to make their decision ought to be a part of school planning. I have known cases in which high school youngsters changed their minds about high school engagements and high school marriages because of the things they studied in their classes on home and family living. This seems a direct contribution to solving one of the social problems of our age.

### Do you want to comment on what schools should teach about alcoholic beverages?

This is difficult, because one almost places oneself in a position of bias even to discuss the question. However, since there are so many pressures upon young people to-



day to accept alcoholic beverages as an indication of maturity, we ought to be providing them with information about some of the dangers related to it, about what it sometimes does to family life, what it does to the individual, and what it means in the way of social problems. I think schools ought to put a youngster in the position of making his own decision rather than having it forced upon him through public pressure and through channels that are really not educational.

**We heard of a P.T.A. that took 30 minutes to decide on 5 or 10 cents as a price for apples. Do P.T.A.'s spend too much time on trivial matters?**

We try hard, all of us who are in any position of leadership, to help train inexperienced local people who come into the P.T.A., sometimes never having served in an organization before, so that they feel at home in handling small details. I am not advocating spending a half hour deciding on 5 or 10 cents for the apples! But sometimes this kind of inconsequential action helps to make people feel at home in unfamiliar surroundings, so that later they can concentrate on more important things.

We all ought to remember — and I am not making a plea or excusing the many poor programs — that we have a continuing flow of inexperienced people in the P.T.A. and they are not there very long. Administrators and experienced P.T.A. people can help those who are taking leadership to do things that are really worth while. Help them to think in terms of what their school needs, what their children need, what their community needs. They ought to have programs that are directly related to the situation as it actually exists.

**Are you concerned about overemphasis on competitive athletics, particularly for younger children?**

We have far too much emphasis on competitive athletics, and not enough emphasis on the development of personal and individual skills and physical health, which will last a lifetime. Whether we can be firm in communities where people get very much excited about competitive athletics, I just am not sure. But I believe we ought not to force competitive athletics upon younger children. They should have some time just to play the way they want to play or sit on the sidelines if they want to sit on the sidelines and watch other people play. Health problems and emotional problems are involved. Sometimes I think it's the parents that want the competitive athletics, not the children.

**At what age should children start to school?**

Some youngsters could start at 4 and do very well in school; some are not ready at 6. I would say, as a general rule, let's accept children in school at the time that most states allow them — around 5. Since, regrettably, many states do not have their full quotas of kindergartens, chil-

dren must often wait until 6 years and begin with the first grade.

I would plead almost more for flexibility in what we have than in a specific age at which to start. We do many, many children an injustice to put them into the first grade at 6 and have them start reading, start looking at numbers, and really beginning what is academic training long before they are even manually able to manage these skills.

**Can there be a reasonable program for recognizing teachers' competencies?**

Certain communities are experimenting with so-called merit ratings, and I think this is the best we can do at the present. It's good if an administration and a board have the courage and the creative ability to try out such a system and see how it works. There will be just that added body of experience on which we can build. But careful study and planning are especially needed in this matter. We can't take just any plan that comes out of business and industry, the factory or the field, and set this up as a system that will work in connection with the public schools.

**Margaret Mead and others say we harm teen-agers by keeping them in high school when the school isn't serving them.**

**What do you think of compulsory attendance?**

I am in a poor position to debate with Margaret Mead. But I do believe that probably the only way we will keep some youngsters in school is through compulsory laws. If we are going to keep them there by compulsory laws, however, we must provide the kind of education that has meaning to those youngsters.

We who are interested in education, as well as those in the teaching profession, ought to be studying more and more what can be done to help youngsters who are being kept in school to a certain age, while the present school system has almost, *almost* nothing to offer them.

Some schools in this country are meeting the problem. When they discover youngsters who really have no interest or have not the kind of capacities that fit into the present school system, they are making adjustments in the system so that these youngsters do begin to find themselves and want to stay. It is a serious injustice to let youngsters leave school at any age without providing them with some of the skills, and some of the abilities, and some of the characteristics that will help them fit into our industrial world and face its ethical problems.

**How are we going to finance an adequate school program?**

I do not believe we can obtain local and state funds rapidly enough or that they will be given willingly enough to take care of the problem that faces us today. I do not share the great fear of federal control being expressed by many people. The people of the United States are not going to let the federal government take the administration of their schools away from them.

We are a mobile population, and what is done in one corner of the country affects another corner. To me it is only a logical and a proper responsibility for the federal government to carry part of the educational load. I think it should begin *soon* to carry more of it, in addition to those parts it has already carried throughout the years — without federal control. Only then can we begin to have enough schools in which to house our children and to get more teachers, properly paid, for the great responsibilities that we continue to heap upon them.

### What are the P.T.A.'s goals?

The P.T.A. has some very specific objects. The most general one is promoting the welfare of children and youth in home, school, church and community. We do a great deal in our efforts to secure adequate laws — locally, statewide and nationally — in the interest of children and youth. I reemphasize the object that is based on my own personal belief that home life is extremely important: to raise the standards of home life. Then we try to emphasize over and over again the bringing of the school and the home more closely together, so that parent and teacher may work together, and with intelligence, in helping children all they can. The final object of the P.T.A. is to get the help of both educators and the general public, so that the schools may be well supported and all children will have full benefit of the best that schools can offer.

Educators have a great part to play in this. No school can do its best without a cooperative effort between the administrator and the people who are the patrons of the schools, the parents of the children. Many of the facts we ought to know, many of the understandings we ought to have, many of the general concepts of education itself ought to come through the leadership of administrators who will take the time, who will have the patience, who will be willing to help establish P.T.A.'s and to make them function, in the high standards and with the broad concepts that the best P.T.A.'s have.

We have many excellent publications, and we're proud of them, especially of our official magazine, the *National Parent-Teacher*. We think educators would be very proud of them, too. These publications are helpful in establishing P.T.A.'s and in having them function so that they actually do make a contribution to the welfare of the school community and the community at large.

For example, a current publication outlines an action program that enables all P.T.A.'s to promote this administration's theme: "Strengthening the Home, Source of Our Nation's Greatness."

### How can an interested teacher do his part in the P.T.A. movement?

Each year in each P.T.A. some teacher or teachers ought to be actively engaged in working with the other P.T.A. members. Teachers may serve on program committees, they may serve on membership committees, they may help carry on the local unit's plan for hospitality. Teachers ought to maintain an active interest in the P.T.A. — a feeling of enthusiasm. Sometimes this is the only

place in which a teacher joins for action hand in hand with parents, in spite of the fact that we advocate so earnestly teacher-parent conferences.

Perhaps the feeling of separateness exists more in the secondary school than it does in the elementary school. But in some cases individual teachers in high school P.T.A.'s have participated in program planning, with the result that the P.T.A. meeting was brought out of the mediocre and the ineffective and soon involved almost all the students and many of the parents within the school. Consequently, the educational program of the secondary school, in general as well as in the specific cases, was understood by the parents and the citizens in the school community.

### As national P.T.A. president, what suggestions do you offer for a program of action?

I hesitate to "tell" an administrator what to do, but here is an action program I believe would add to his or her effectiveness: *Continue* to encourage high standards for administrators, as the American Association of School Administrators is now doing; *provide* the staff with opportunities for continuous inservice educational growth; *help* board of education members to understand their legal and logical share in the development of the school system; *enlist* in specific undertakings the aid of staff members and other citizens who have individual talents and abilities; and, of course, *take* a genuine and informed interest in the P.T.A.

We have talked about goals. I find no one in this country who thinks we ought to give up the goal of "education for *all* children." This is the American dream, the American plan; and we do feel that this should be the basis for any study or thinking together. We believe all children ought to learn to read. They will not all learn at the same rate. They will read different kinds of things, and the kinds of home from which they come will make a difference in the kinds of subject matter that will have meaning to them.

Children should learn not only to read, but to read with understanding. Children ought to be able also to express themselves through the written word. Some youngsters will do this more easily than others, in some cases just because they are manually more capable of taking care of the process of writing. But all ought to have some experience in writing. Since the subjects on which they write will make a difference with what they have to say, a very broad background is important.

We, of course, believe in the need for science, for mathematics, and other basic knowledge. The P.T.A. position is that children should, in addition, be helped to become better family members, better citizens in our society. Boys and girls need to know more about how people get along with one another, and what our relationships with other countries are throughout the world. They ought to have some preparation, a conscious preparation, for family life. In other words, Dr. Rice, we ought to provide, as much as we can, the education and experience that will make a well rounded, functioning, understanding citizen for the kind of world, the kind of country, in which we live. ■

# After the Voters

## Say... 'NO!'

**HARRY I. WIGDERSON**

Director of Personnel, York Community  
High School District No. 88, Villa Park, Ill.,  
and formerly the Office of Field Services, University of Illinois

**T**HE last ballot has been counted. The shocking realization that the voters have rejected your school proposition by a 2½ to 1 majority must be faced. What is the next action to be taken?

It is easier, as a first step toward action, to warn of Don'ts before Do's are suggested. Apathy, vindictiveness and panic must be avoided. To shrug, "The people have spoken, let them have it their way," is wrong. So is an attitude of cutting the school program to ribbons to make the people sorry they dared vote No. Above all, ill conceived, hastily planned counter-action may result in a public conviction that the school authorities are imprudent, incompetent and insensible.

Restoring confidence in the public schools is a patient building process that will occupy all the energies of the school authorities for a long time to come. The intelligent approach is to expend effort to maintain public confidence and to avoid situations that necessitate an arduous program of restoring confidence.

This problem is no different than other problems; the scientific approach to problem solving is applicable. The basic technic of problem solving is:

1. Gather all available information.
2. Analyze the information.
3. Determine all possible solutions.
4. Select the solution most applicable to the current situation in terms of long-range planning.

Since the procedure to ascertain sources and selection of information may be unfamiliar, a simplified methodology utilizing a series of questions has been prepared. The answers to these questions will give an objective, logical foundation upon which a long-term plan of action may be based.

### What was the state of the school-community relations prior to the referendum?

In some communities it has been the custom to coast along on former indications of good-feeling. Some time in



A school election, to win the approval of the voters, should:

1. Present an educational plan that is the result of the problem solving technic.

2. Present a well conceived educational plan related to a total, long-range educational program.

3. Present an educational plan wholeheartedly supported by school authorities and actively approved by an acceptable lay leadership.

4. Present the plan at a time psychologically apropos.

5. Have a campaign that is a link in a continuous public relations program and not a one-shot presentation.

6. Have well chosen leadership.

7. Present the issue briefly, clearly, intelligibly and visually.

Remember this: the more citizens involved in the planning process, the greater are the chances of success for the plan when it is presented in a school election.

the past, a concerted effort brought about a two-way communication between the people and their schools. But lately, nothing has been done to continue this two-way flow. "The public likes its schools, so let's not do anything to disturb this relationship" may have been the prevalent attitude. Such an approach ignores the dynamic nature of modern communities.

Few, if any, communities are static in regard to their composition or their attitude toward education. The principal of most elementary schools knows the volume of population flux. How many of the ardent school supporters of 10 years ago remain today? In any modern society, it is folly to expect public approval in the past to take care of present needs. A dormant public relations program is no public relations program.

In some communities, the school authorities assume a mantle of expertness. They wish to establish a professional relationship between themselves and the public similar to that existing between a physician and his patient. It is next to impossible for an educational leader to establish this type of relationship. John Doe knows next to nothing about his lachrymal duct, but he believes he has knowledge of the public schools. And he is right. He does have a background of information, gained at firsthand. Most probably this knowledge needs expanding, but it cannot be ignored or summarily dismissed. A militant public relations program is a dangerous public relations program.

The greatest error in community-school relations is the temporary establishment of communication when a favorable vote on a specific school issue is sought. Dissimilar to the "Madison Avenue concept," the voting public in a school election is not a moronic, emotionally unstable mass.

Issues are weighed and ballots are cast according to the best information available. The catch, of course, is that most voters are forced to make a decision with too little or with false information.

Educational leaders who allow the voters to enter that curtained poll with a lack of factual knowledge cannot complain of results. If the only information available to the public is put out during the time a

Yes vote is being asked, then it is a dead certainty that issues are being decided without access to all the information. Full knowledge is not gained in a short space of time, no matter how concentrated the dissemination of information. A spasmodic public relations program is a poor public relations program.

A continuous two-way communication between school and community in which all the available information on their schools is disseminated to the public is the only sensible and defensible public relations program.

### **How adequate was the plan offered the voters?**

In the mode of Socrates, this question is best answered by a series of questions. Were all possible solutions explored? Is this the best of all the possible solutions? How defensible is this plan when compared to others? How comprehensive was the plan? How does this plan fit into an overall, long-range educational program for the school district? If the plan was the result of expediency or panic, would it not have been better to forego it?

A school plan offered the voters must be demonstrably the best of all possible solutions and must be an integral component of a total long-range educational plan that has gained public acceptance.

### **How much support was there for the plan?**

The board of education, the administration, and the staff must be wholehearted in their support of the plan. Faint-hearted advocacy from a labeled supporter may damn the plan in the minds of the electorate. Diversity of support brings defeat; unity of purpose assures victory.

If a lack of wholehearted support exists, then the plan is not demonstrably superior, either because all the facts have not been presented or because the plan is ill conceived. If this is true, then a process of fact seeking, analysis and solution formulation is preferable to an attempt to win immediate approval.

A school plan should have the wholehearted support of the school authorities before it is offered the voters.

### **How much active opposition was there to the plan?**

Organized opposition usually represents a small segment of the population who for selfish reasons is willing to expend money and energies to defeat the school proposal. Such outcries are minute when pitted against a continuous, long-established public relations program.

Unorganized opposition, usually manifested by taxpayer resistance, cannot be overcome by a splurge of propaganda. It can be minimized if there is a continuous, long-range public relations program. If convinced of need, the American taxpayer will not hesitate to choose education in preference to the pocketbook. When he has apparently chosen a lighter tax load, it is probably with the conviction that education would not suffer.

The only certain counter-measures to opponents of the plan is a continuous two-way communication between school and community effectively established prior to the present need. Indeed, in some communities it is un-American to vote against the schools! While such single-mindedness of purpose is not advocated, the creation of a favorable educational atmosphere is desirable in this day and age of complex school problems. Enlightenment is the answer to opposition. The interest in schools as evidenced by the people makes them extremely receptive to the dissemination of information.

### **How explicit was the presentation of issues?**

The information disseminated should be definitive, lucid and intelligible. It is impossible to transmit a complete knowledge of the schools in a two-week period. If the school authorities have been remiss in providing a good public relations program, then that loss cannot be made up during a school referendum campaign. Recently, the electorate of a community with a historical background of approval of all school issues for more than a decade was given a 12 page brochure. The 8½ by 11 inch pages were jammed with a single-spaced wealth of material. A multiplicity of factors contributed to the  
(Continued on page 80)



# Four More Steps Toward Quality in School Administration

JOHN GUY FOWLKES

Professor of Education, University of Wisconsin, and Director, Wisconsin Improvement Program — Teacher Education and Local School Systems

WERE I pressed to answer the question on, "What is the most needed item for improvement in our local school systems?" my answer would be: a valid inventory for differentiated services. The maximum health and development of boys and girls require this. Consider the situation in other fields. Approximately 30 ancillary workers serve the surgeon during an operation. A ground crew of 125 or 150 is necessary to keep a major plane in flight. During World War II one-tenth of the infantry forces were in action, with the other 90 per cent supporting the troops in the field.

Why expect a teacher to be omniscient and omnipotent? He is expected to offer a wide range of diverse specialized services in either a self-satisfying or a satisfactory fashion. Differentiated personnel with differentiated scales of pay seems inevitable if local school systems are to make the improvement that is clearly desirable and is possible.

I have omitted use of the word "merit" because, first, it fails to strike at the base of the matter at hand, and because, more importantly, the maximum salary of teachers is often not as high as an acceptable minimum salary should be. Therefore, the word "merit" arouses apprehension and fear. We must raise our sights dramatically and immediately with respect to salaries for all school workers in relation to the going market for general labor.

Larger school systems should set about to have a few \$20,000 or \$25,-

LAST MONTH, John Guy Fowlkes appraised various methods of administrative organization. In Part II the former Wisconsin dean discusses differentiated services and staff teams, teacher preparation, and the superintendent's working habits.

— Editor

000 teachers, teachers who would be an asset to any college faculty and who would both teach and conduct research — the latter personally and in cooperation with better high school students. In several school systems some students have demonstrated capabilities for research.

I recognize that the achievement of differentiated staff and differentiated pay is a volatile and delicate matter. However, undifferentiated salary schedules do not seem likely to stimulate real professional effort.

The need for some differentiation in local school staffs is recognized today when the number of specialists (curriculum coordinators, guidance workers, audio-visual specialists, school psychologists, visiting teachers, school social workers, and others) is observed. However, in some school systems one gets the impression that these specialists have been bootlegged rather than schematically planned for.

The possibility of enlisting the services of a large corps of married women as school aides appears promising. Many well educated women are eager to render community service with no reward save the satisfaction gained thereby. To be sure, the use

of such aides in special so-called teaching duties may demand some revision of our certification laws, but this is only one of many reasons for revising our certification regulations. The possibilities of using these well educated married women, particularly in extracurricular activities, seem great.

No one institution in the contemporary scene has as large an aggregate staff of comparable social importance as do the local schools, yet schools still have, substantially, a single classification of workers. No other institution expects such a large per cent of its workers to be able to render high quality professional service in such a wide range of diverse skills.

Why aren't all teachers provided with secretarial services? In other fields, employees whose stature is not that expected of teachers have secretarial and clerical assistance. I suggest that marked improvement could occur in the teaching by most teachers if they were given instructional secretarial services. Differentiated school staffs with corresponding differentiated pay scales seem to be "musts."

## Teacher Preparation

OVER THE YEARS it has been clearly demonstrated that the preparation of teachers for local school service leaves much to be desired. No small portion of the onus for this de-

(Continued on Page 82)

## SCHOOLHOUSE PLANNING



### DEPARTURES FROM CONVENTION

**DREAMS** of school planners will become realities at the second Rich Township High School, now under construction in Chicago's suburban Olympia Fields. Features of the forward looking building include:

1. Year-round heating and cooling from a heat pump system using a well as its water source, teamed with mechanical ventilation.
2. Open administration offices where students can be interviewed at tables, rather than across barriers.
3. Windowless classrooms, arranged in clusters for team teaching, divisible by 40 decibel folding partitions.
4. Classrooms grouped toward center of building, the perimeter being largely halls, shops and like areas.
5. Coat rooms instead of metal lockers.
6. Lecture hall seating 300, where classes up to 100 students can meet and community gatherings can be held.
7. Coaxial cable in place for closed-circuit ETV; open-circuit television facilities.
8. Radio studio for broadcasting school's own programs to the community and to the companion school.
9. Electronic learning laboratory for English, social studies, and other subjects as well as foreign languages; facilities for preparing tapes and other recordings.
10. Structural steel frame, compact building, hermetically sealed; 26 by 32 modules. Nonload bearing panel exterior walls covered with a glass bead aggregate in a special mix plaster; interior walls and folding doors decorated with murals by students.

ROBERT G. ANDREE

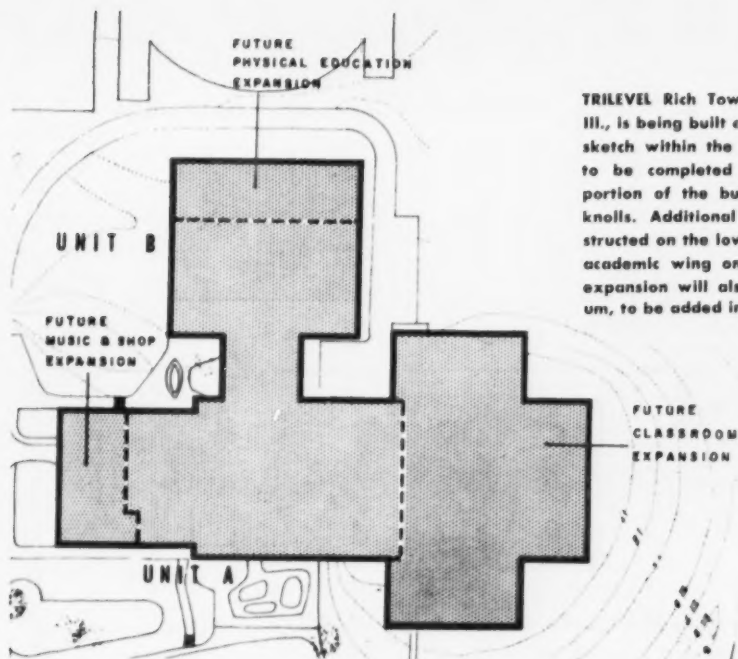
## An 'Image

**M**OST high schools built today are obsolete upon their completion.

Wild as this statement may sound, it is true that many architects and administrators are ignoring completely, or utilizing only in part, the technological advances that could make the school building of the Sixties one of our most significant teaching aids.

At the same time, other educators are dreaming *about* new types of schoolhouses without taking into account the many practical considerations that an administrator must face as he plans a new building with the help of his staff and the architect.

I should like to describe a school that meets many of the requirements of the "dreamers," yet recognizes the cold, persistent realities of day-to-day administration. This unit is the second high school of Rich Township High School District No. 227. It was designed by Caudill, Rowlett and Scott of Houston, Tex., and McPherson, Swing and Associates,



**TRILEVEL** Rich Township High School in Olympia Fields, Ill., is being built on a 50 acre rolling site. Portions of the sketch within the dotted lines represent the basic unit, to be completed by September 1961. The two-story portion of the building is in the center, between two knolls. Additional practical arts facilities will be constructed on the lower knoll, to the left, and an additional academic wing on the higher knoll, to the right. Final expansion will also include an addition to the gymnasium, to be added in the rear.

## of the Future' Arises in Olympia Fields

Homewood, Ill., associated architects.

Our district serves an area of approximately 36 square miles and encompasses five Illinois towns located about an hour out of Chicago: Country Club Hills, Matteson, Olympia Fields, Park Forest, and Richton Park. The new four-year school is under construction on a 50 acre site in the Olympia Fields area. Eventually (by 1963, according to present plans), it will house 1500 students, and central services for that number of students are being built into the basic unit. To begin with (by September 1961), there will be classrooms for 750 students.

**Staff Planning.** Before the school could be built, the program of the existing high school and all its shortcomings needed to be analyzed.

The present Rich Township High School is a modern plant; in 1954 it won for its Park Forest community the All America City Award, and at

that time was considered an outstanding achievement. It was dedicated by Oveta Culp Hobby, then Secretary for Health, Education and Welfare. In a million dollar wing subsequently added, experiments were conducted with various classroom sizes and with clusters of double, triple and quadruple classrooms that facilitated team teaching.

To evaluate past performance, staff members met with the four division heads and the principal of the original school for six or eight weeks before inviting in the architects for the second school. In these "breeze" sessions any teacher could voice any complaint about the present school.

Teachers agreed that the two important goals that must be met were: (1) the development of the most efficient and productive teaching staff in a flexible and economical building, the dollars to be spent to represent the best possible return in terms of year-round usefulness to both the teen-age and adult citizens of the

community, and (2) facilities for developing team teaching. Staff members should be housed in as compact a building as possible, with clusters of classrooms for teaching in an atmosphere of beauty, simplicity and controlled physical comfort — no glare, good ventilation, and constant temperature regardless of class size. The educational goals were the thing; the technology of the plant could come afterward.

**Results.** Development of staff dreams for the ideal school was interesting to watch. The ultimate product of the meetings was a sheaf of notes more than a half-inch thick. Their substance can be distilled into seven pertinent items that are reflected in the new school's design:

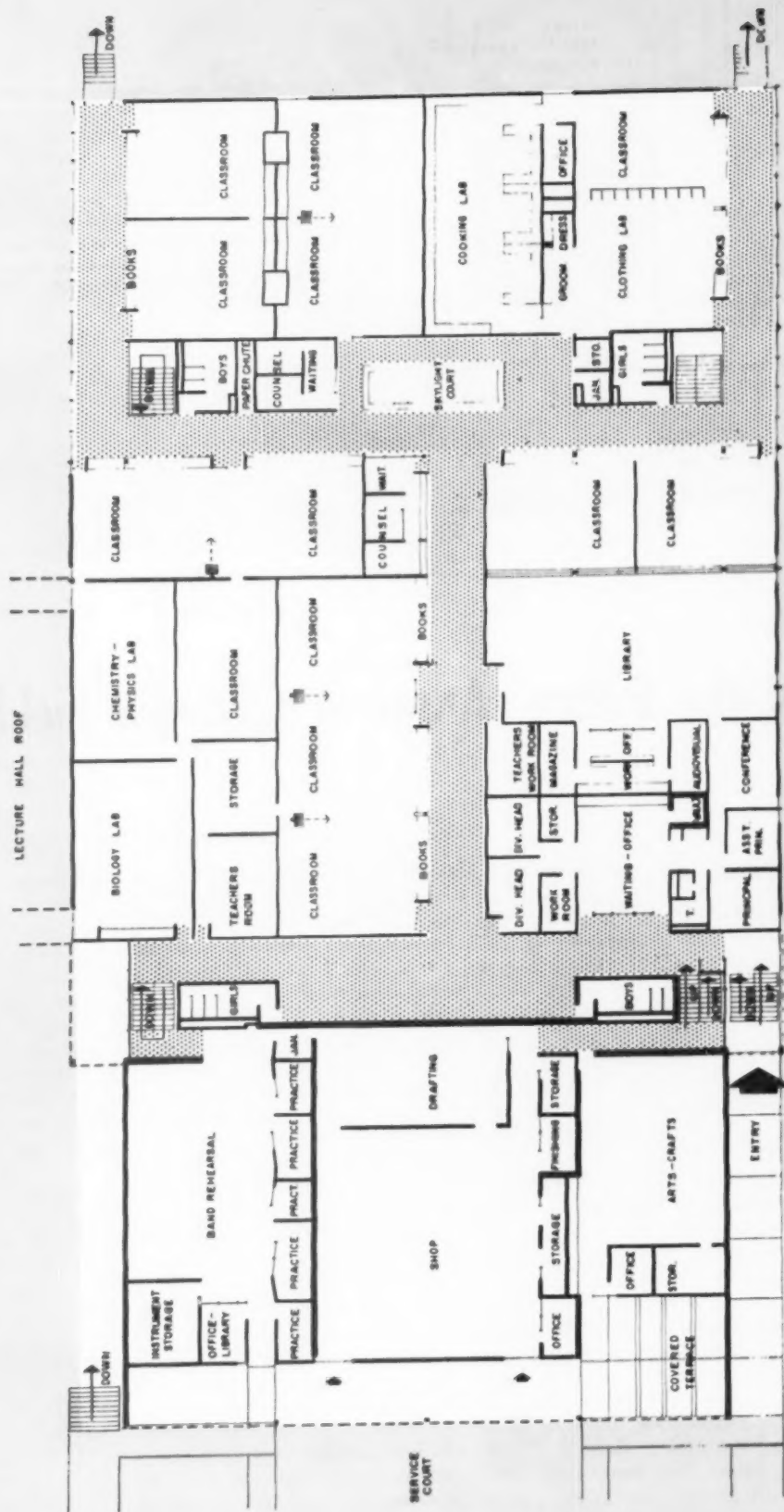
1. Teachers wanted the entrance to the school removed from the administrative suite.

2. The staff wanted a lecture hall for those times when large classes

(Text Continued on Page 61)

— Associated architects: Caudill, Rowlett, and Scott, Houston, Tex., and McPherson, Swing and Associates, Homewood, Ill. Engineers for the heat pump installation: Robert G. Burkhardt and Associates, consulting engineers, Chicago.

**SECOND FLOOR of Unit A, above the activities area in the central unit, will have this arrangement of classrooms, library and offices upon completion in 1961.**

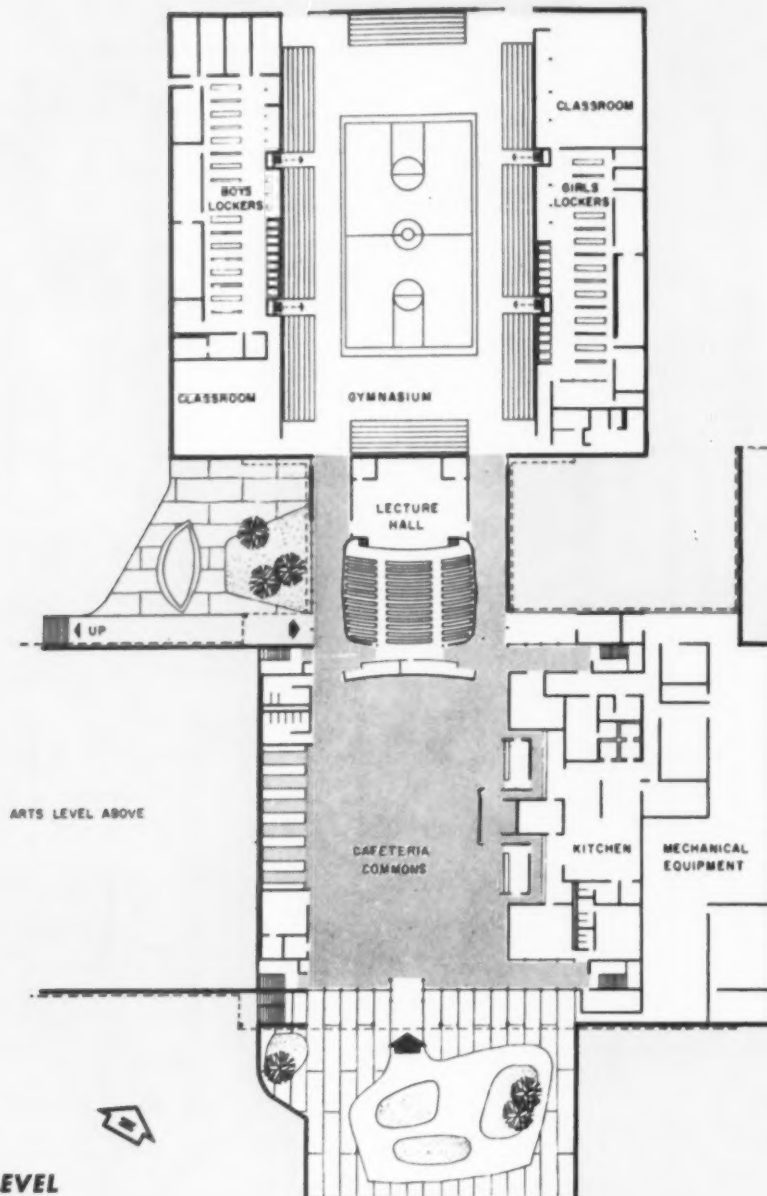




**MOST CLASSROOM CLUSTERS, team teaching offices, and inner courts will be located near the center of the building. Since the hallways border the schoolhouse periphery, future classroom clusters can be added without additional corridor space. This drawing shows the practical arts level and the academic level of the ultimate building after expansion.**

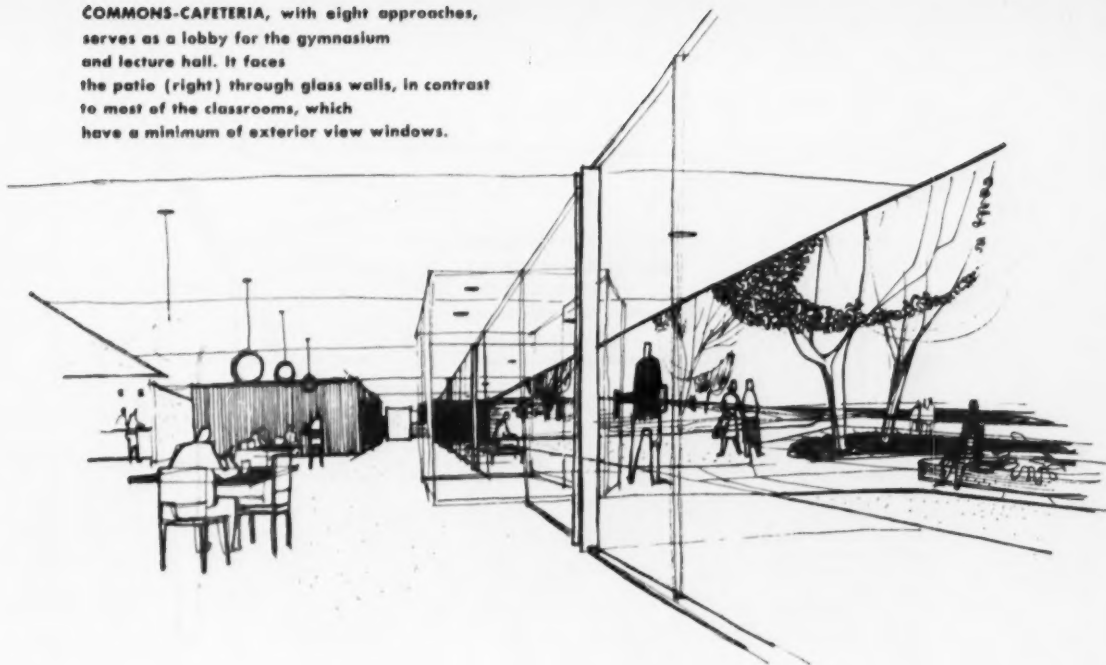


**SCHOOL ACTIVITIES** are housed on the lower level of the two-story central unit, to be built in the dip of the gently rolling site: gymnasium, lecture hall "neck," and cafeteria-commons. The kitchen-mechanical equipment areas (right) also are on the activities level. The practical arts (shops) section is housed in a one-story unit on the left knoll.



**ACTIVITIES LEVEL**

**COMMONS-CAFETERIA**, with eight approaches, serves as a lobby for the gymnasium and lecture hall. It faces the patio (right) through glass walls, in contrast to most of the classrooms, which have a minimum of exterior view windows.



(up to 100) were not divided. A drama classroom stage, a film viewing room, and a community meeting place would be combined there for maximum use. In this place the staff hoped to hold seminars, conducted by outstanding lay leaders of the community, small musicales, and perhaps even summer theater.

3. Teachers complained about the glare from windows of the present building and their inability to control light even with draperies and glass curtains. Heat from the sun on three sides of a classroom was intolerable. The staff reasoned that having paid a premium to get windows in the first place, it didn't make sense to spend additional money for draperies and curtains. They agreed that the flick of a switch in a windowless room was a much more effective way to control an auditory-visual program than to transport classes to centers scattered throughout the building.

4. Staff members observed that it was particularly difficult to conduct academic work in sections near to the shops, band room, and gymnasium, and hoped that the academic and administrative areas would be successfully placed far from these noisy areas.

5. Members of the science and mathematics groups recognized that a complete laboratory could not be built into the basic unit, and that, in the initial stages of use, science and mathematics would share the same suite; however, they requested that ultimately the building provide a full science suite, including separate laboratories for biology, chemistry-physics, and electronics.

6. Most high school offices reminded the teachers of a trip to the local town hall or the nearest stand-up restaurant. Offices, they argued, should have a kind of "controlled informality," should eliminate the bullpen barrier, and permit students and the public to be interviewed face to face, not across a counter. The staff did not want cheap casualness, but argued for polished informality without the coldness of an old-fashioned banker bar.

7. Teachers wanted a student commons-cafeteria area sufficiently large to serve 1500 boys and girls, their parents and friends. They wanted student dining with adequate circulation around the dining area, a place where student social activities (both formal and informal) were adjacent to a snack bar, coat checking area,

toilet rooms, and telephone facilities. Teachers wanted the community to be able to use the kitchen and/or snack bar, but suggested maximum control of the remaining parts of the building. They urged community use of the lecture hall and/or gymnasium with such related facilities as coat checking and telephones available for large crowds. And they wanted a health office near the gymnasium, playing fields, and those large areas where people congregate for school and community-sponsored activities throughout the year.

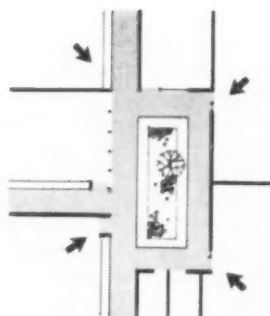
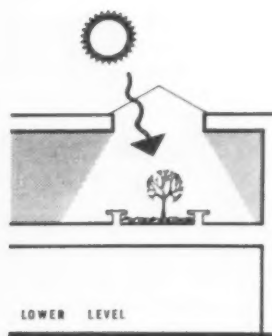
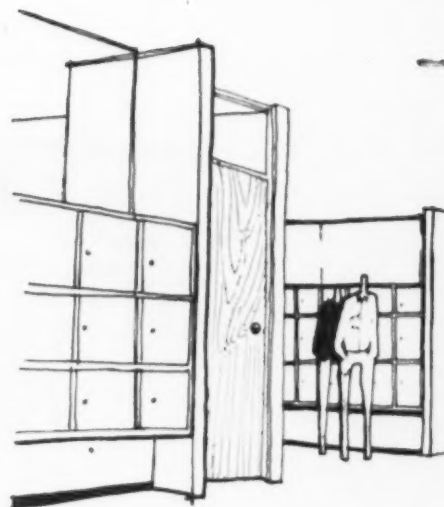
**Building Design.** The term "multipurpose" has been so loosely used in educational circles that it means little in relationship to educational goals and architectural planning. "Multipurpose use" connotes careful planning and compactness; it connotes productivity, adaptability and economy. Combining the staff ideas with our multipurpose goal could result in only one outcome: a compact school with minimum corridor space and an absolute minimal perimeter.

The choice of a gently rolling site was a happy one. This made possible a building design that was two stories where the land dipped and

**SKYLINE COURT** provides student access to adjacent classrooms. Notice cubicles along left wall where students can store books and other personal items.

Beset by the criticisms of those seeking to push the educational pendulum of the Thirties far to the other side, we are bending to demands for "classrooms only." In the process we are ignoring the fact that classrooms only (teaching stations) can be designed into forward looking buildings that not only contribute to better teaching of the basic academic subjects, but also provide stimuli for emotional and social development.

— R. G. Andree



**THE COURT** will create a "green oasis" in midst of large building mass (left), and provide visual relief from corridor and adjacent areas (right).

one story on the slight knolls on either side. Immediately in front of the building site a low area will be made into a beautiful lagoon.

**Exterior Walls.** Filler panels of brick, glass and stucco are used on the exterior walls of the school building. The architects are depending on brick in solid walls for a feeling of weight and permanency, and on glass for a contrasting lightness and transparency. Stucco panels are to be located functionally and esthetically over brick masses and in some end walls. As a finish coat the stucco is to have a sparkling texture produced by gun application of a mixture of white portland cement and tiny glass beads. The resulting surface will be impervious to moisture and of low maintenance quality. Concrete block is to be used on those end walls that will be removed for future expansion of some areas, such as the shops.

Within the school itself all spaces





have been developed on a 26 by 32 foot module.

**Interior Partitions.** These are of metal studs and gypsum perforated lath, finished with sand finished plaster, chalkboard plaster, and plastic fabric-covered insulating sheathing for tack surfaces. The chalkboard plaster and the tackboard areas will extend from floor to ceiling. Virtually no exposed concrete block partitions will be used, the exceptions being in the shop, mechanical and storage areas.

For all classroom areas, offices and corridors, acoustical plaster will be used on ceilings. Keene's cement plaster ceilings are specified for the physical education locker rooms and kitchen. Spray-on asbestos fiber ceilings will be used in the lecture hall, band and practice rooms. The gymnasium ceiling will be of precast wood fiber with cement binder. A few miscellaneous ceilings will be of sand finished plaster.

**Space Utilization.** Flexibility marks the interior arrangement. Most of the classrooms of the basic unit, to house 750, are grouped at the building's center, with corridor space, shops and other areas forming the periphery.

**Classrooms.** Even though they appear to be standard, except for the minimum use of exterior view windows, the classrooms actually are large areas divided by 40 decibel doors and folding partitions. These dividers make it possible to conduct a class of either 12 or 200 students without too much effort. This school is geared for use by master teachers and assistants of large classes, individual teaching, buzz sessions of small groups of eight or 10, and even personalized independent study.

**Cafeteria-Commons.** This area serves students in two ways: as the vestibule to the school and as a lunchroom.

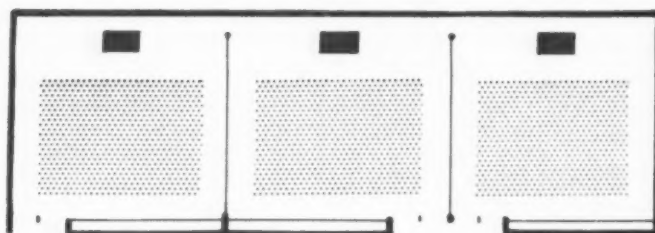
Students entering this area from

the north and south will hang their outdoor apparel on the west wall of the commons area, as they would in a public restaurant. There are no metal lockers. The teaching staff believes that near-entrance disposition of outer garments and boots, particularly in inclement weather, will result in a more orderly movement by the students through the school and will provide a more genteel atmosphere.

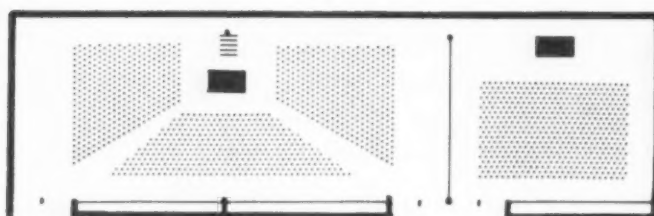
From the commons area, in each corner of the room, a stair leads up to upper level classrooms. This tends to disperse the students and will reduce jamming. Wooden cubicles located throughout the school, adjacent to classrooms, permit storage of student books, briefcases and lunches.

Used as a lunchroom, the cafeteria-commons area is large enough to accommodate 1500 students in shifts and still permit circulation around the perimeter. The area will be used also for student dances and get-togethers; during mild weather

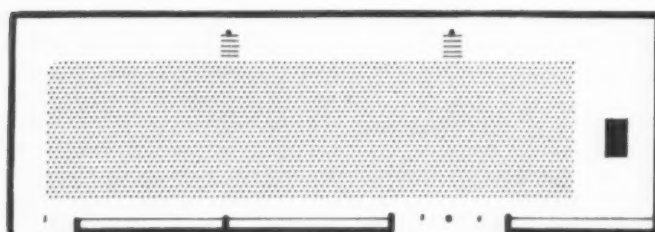
**FOLDING PARTITIONS** make possible a variety of classroom arrangements. Partitions can be closed for a triple room (No. 1), double room (No. 2), or folded for one large room (No. 3). Similarly, partitions can be used for various arrangements in a quadruple room (cluster).



1 — BOTH PARTITIONS CLOSED



2 — ONE PARTITION CLOSED



3 — BOTH PARTITIONS FOLDED

the adjoining terrace, too, will serve this purpose.

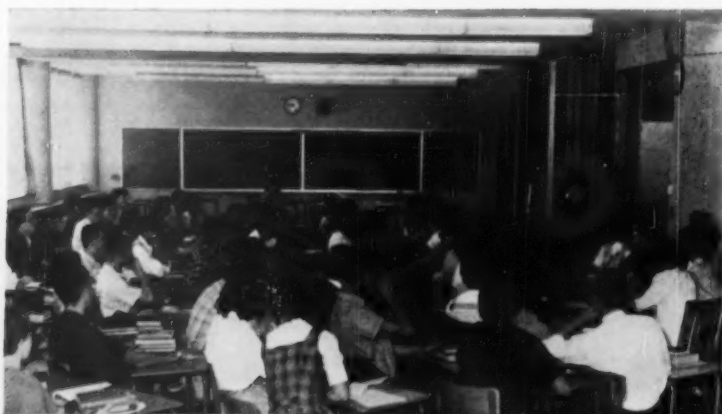
In the evening when basketball games are in progress and the lecture hall is in use, the tables can be cleared so the cafeteria-commons area can serve as an adequate foyer for the movement of large numbers of people. Washroom facilities close to the lecture hall will serve the evening public without giving access to other parts of the school. At either end of the commons are telephones so students can call home for transportation.

**Team Teaching.** Experiments in team teaching at the present Rich Township High School have been in operation about three years. During that time they have attracted the attention of national educational leaders and are considered eminently successful from current evaluation.

Within the school are four divisions: (1) the humanities, (2) science and mathematics, (3) practical and fine arts, and (4) health, physical education, and safety. Obviously some areas of the school cannot be geared to team teaching, but in the humanities and in the sciences and mathematics this is eminently possible.

In all the academic areas of the second high school, teams of teachers can operate economically and effectively within an architectural

**DIVISIBLE CLASSROOM** arrangement, such as will be found in new high school, is in use in existing Rich Township High School, Park Forest, Ill. Here the triple classroom arrangement can be effected by closing the folding partitions, shown in right background. The large class can be divided into three smaller groups for separate instruction by different members of the teaching team.



framework of beauty, which will, of itself, contribute to some of the factors of scholastic success. Teachers, as members of the team, have offices near their classroom clusters and will have near at hand most of the educational resources necessary for conducting their activities.

Staff members will find themselves in an adaptable school, one that will permit changes in room size from year to year, or certainly within patterns of years, as the needs of boys and girls within the school change. They will find themselves in a comfortable school, one that will attract summer school students in its initial stages and ultimately will provide for a three-semester year. This plan may reduce the immediate need for additional classrooms.

Students will find themselves near libraries, independent study rooms, and the lecture hall so that the scheduled use of these facilities will not only be possible but desirable. Team teachers will be encouraged to use the closed-circuit television with which the school will be equipped. TV will be utilized not only for internal purposes, but also to link both high schools. In addition, there will be open-circuit reception for feed-in programs from other sources, including the Midwest Program on Airborne Television Instruction.

Students will be encouraged to use the electronic laboratories (usually misnamed language laboratories), where experimentation in the use and preparation of tapes for the teaching of mathematics, English, social studies, and other subjects, as well as foreign languages, will be conducted.

**Heat Pump.** Because the new high school is a compact building that can be hermetically sealed and mechanically ventilated, the electric heat pump can be utilized as a source of both heating and cooling.

More and more evidence in educational and architectural literature shows that the cost of a heat pump system for heating and cooling is only a small percentage higher than that of heating alone. The evident advantage of the system is the ability to heat or cool a building by areas simultaneously throughout the year without the use of boilers.

The operation of the heat pump follows the same principle as does

the cooling that goes on in a deep freeze or refrigerator unit, in which case the heat is exuded into the air at the rear of the refrigerator. This, of course, is an oversimplified explanation. The difference in the case of the heat pump is that the heat units extracted are utilized, rather than wasted; they are captured and put to use where needed.

**Heating Cycle.** Deep well water with a constant 53° temperature is brought into the system. Heat is extracted from the water by a reverse refrigeration cycle and is distributed to the rooms where heating is needed. Accumulations of extracted heat units build up the water temperature in the hot water line to approximately 110°. It is kept at this level with the aid of compressors, which begin operating any time the temperature falls below 110°. Unit ventilators and other air handling units serve individual rooms or areas. A water piping system can transfer heat from any room not needing heating to those rooms where heat is required.

After the heat units have been extracted from the well water, the cooled water is returned into the ground via a return well; or, in dry seasons, it can be directed by manual valve into a lagoon. The lagoon provides beauty and also serves as a secondary water source in case of fire. Thus, whereas in a refrigerator the hot air is deliberately exhausted, in the case of the heat pump the cooled water is returned to its original water stratum. Essentially, the process involves cooling well water and returning it to its natural source.

**Cooling Cycle.** Here the process is reversed. This cycle operates on hot days, when all rooms demand lower temperatures. In this instance

the 53° well water picks up heat from the classrooms and in the process cools the rooms. The heated water is returned to the return well or lagoon.

During most of the year some rooms must be heated and others cooled, so that simultaneously demands are made on the system for both heating and cooling. It is then that the heat pump is most economical. The ideal situation, mechanically, is when equal amounts of heating and cooling are called for, since the heat units extracted by the water from one area are released to rooms needing higher temperature, no heat thus being wasted.

Rich Township High School has been described by the architects as having "adequate design to cut down heat loss and infiltration," and "constructed so as to permit year-round conditioning at little extra cost."

The heat pump system for this school was designed by Robert G. Burkhardt and Associates of Chicago, consulting engineers.

**Construction Cost.** The multipurpose use of the new high school, and its compactness, is indicated by the 96,503 square feet of heated and cooled areas, coupled with 2463 additional square feet of covered areas within the high school.

All the advantages described are being provided at a total negotiated contract price of \$1,550,800, or \$15.67 a square foot. As most of the basic services have been incorporated in the basic unit, architects estimate that the second stage additions to the school will cost only \$10 a square foot, in terms of today's prices. The ultimate school for 1500 students — fully air conditioned and fully equipped for education in the Sixties — thus will cost on the average, \$14 a square foot. ■



Photo by Fabian Bachrach

Robert G. Andree has been superintendent of Rich Township High School, Park Forest, Ill., since 1956. He was the headmaster at Brookline (Mass.) High School from 1946 to 1955, except for one year when he took a Fulbright Fellowship in Rotterdam, Holland. Dr. Andree also has been director of guidance, Nott Terrace High School, Schenectady, N.Y., and principal, Senior High School, Oneonta, N.Y. In recent professional affiliations, Dr. Andree was with the Commission on Problems of Supervision and Organization of Large High Schools, U.S.O.E., and editorial adviser of the Educational Policies Commission.

**THE MACHINE AGE**

THERE IS considerable argument among scientists as to whether the newly invented teaching machines will eventually replace the classroom teacher. Certainly, there are times when a school administrator would welcome such a development, particularly when faced with the problem of firing the niece of the board president or, more infrequently, the most valued member of his faculty, who has eloped with the band leader. Machines, too, might have fewer pony tails, hair-dos, boy friends, and nervous breakdowns.

There is another side to the question, however, and until some hard, tough educational research is manufactured, better keep an open mind.

In the elementary grades, for example, can machines be equipped with loanable handkerchiefs when little Mary gets the sniffles? What about the ability of a machine to sort overshoes and get them on the right feet? Can a machine lead a Halloween parade or volunteer to supervise a bus load of basketballers?

On field trips, will the machines shoo away inquisitive cows, avoid poison ivy, or teach the dangers of swallowing polliwogs when thirsty? On the trip to the zoo, how will the teaching machine handle the sundry physiological problems which are sure to arise and which demand a forthright solution?

In the purely educational problems of higher learning it is conceivable that a machine might teach physics or chemistry, but it would be of slight use in clearing away the debris after the resulting explosion. The number of school drop-outs might increase, too, because research hasn't discovered the ratio between drop-outs and teacher winsomeness.

Even in school administration, machines might not be a panacea for all the educational ills. Would a heartless machine replace the teacher in suffering lengthy and dreary faculty meetings if it had an appointment at the beauty parlor?

Where is the machine that has the capacity to laugh at the uninspired and moral little anecdotes that pass for humor in the highest circles of educational administration? It is true that no machine has ever broken down and wept on the superintendent's shoulder, but is it not also a fact that the machine has not yet been invented that will give him a discreet and friendly pat on the back when things

don't seem to be going right? When the question of teacher *versus* teaching machine is finally weighed and measured, the only advantage in favor of the machine seems to be that it will not perpetually be snagging its nylons on splinterly desks and demanding redress therefor. And probably when that time arrives, some smart inventor will make a nylon equipped Uniquack.

**SEMANTICS BARRIER**

"THE difficulties of communication between generations were never more difficult than today," reports Ancient Observer, "but last night I reached a new high in frustration when my little daughter was attempting to explain for me the off-color joke of a TV comic while the singing commercial was advising me to invest in a new hearing aid."

**HOW IT ALL BEGAN**

(One of a series)

THE SPECTACULAR revival of the teaching of many tongues in the elementary school has led some people to believe that this is a recent development. As a matter of fact, multi-language teaching began in the days of Queen Elizabeth I whose dad, Henry, realizing her precocity in the use of four-letter words, decided to make her polylingual and employed a number of Tudors to help.

The experiment was a great success and because of Lizzie's proficiency in syllabication and celibacy, she was able to increase the English real estate holdings at the expense of the Spanish, French and Portugese, as well as any Greeks or Latins who may have been left over from the frequent beheadings.

The American colonies, however, were unimpressed. Language teaching languished in the Puritan and Pilgrim schools because there were no foreigners with whom to communicate. The Indians discoursed by means of smoke signals, sign language, and ughs, which did nothing to encourage language fluency.

The great impetus for foreign language teaching came during the Mexican and the Spanish-American wars. It arose because of a felt need among the beatniks of that day to converse with the señoritas and to discourse with the army mules, who spoke only in Spanish. Roosevelt I, who captured Cuba (and what a

mess that turned out to be!), tried to bridge the gap with Esperanto and simplified spelling. The Espers, however, were uncommunicative and so T. R. turned over the whole business to G. B. S., a fast talking Irishman and a prolific writer of coolish love letters. G. B. S. promptly wrote "My Fair Lady," a bilingual language play which still is being scalped at \$10 per.

This development engendered considerable excitement, and the elementary educators started a special school in Berlitz, Germany. In due course, the machine age arrived. Because of the peculiar desire for understanding radio commercials and TV westerns, the need for foreign languages increased apace or two.

Recent surveys indicate that there are more than 20 foreign languages now being taught in the elementary schools, not including the patois commonly used in Brooklyn, Savannah and Chicago.

There has been considerable resistance to the foreign language teaching idea, particularly among school administrators, who are often tone deaf, and who point out that the elementary school curriculum is already overcrowded with dogs and cats. Nevertheless, the proponents believe that the teaching may be sandwiched in the 10 minute period between the turtle project and the candy sale. The opponents, being inarticulate, cannot reply but only mutter that the Greeks must have had a word for it. Unfortunately, they say, Queen Elizabeth I is the only one who dare utter the word in public.

**DON'T INHALE**

NOTE to parents: School administrators, being more or less human and lonesome, are particularly susceptible to kind words and generous praise. "I am convinced," says Supt. McGillicuddy, "that a little flattery never hurt anyone provided he doesn't inhale it."

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tributors in all principal cities. Write for the name of the one nearest you.

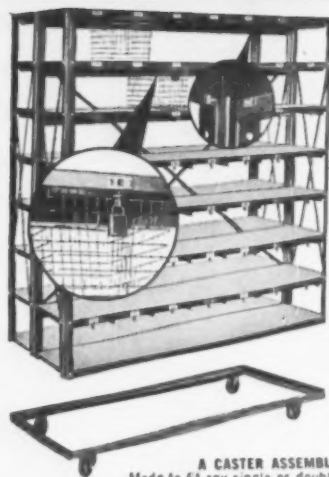
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## Children Are as Honest as Ever, No Thanks to Parents and Society

**R**EGARDLESS of payola, social promotions, doctored income tax reports, and rigged TV quiz shows, cheating and other forms of dishonesty on the part of children are not increasing, believe most of the administrators who participated in The NATION'S SCHOOLS opinion poll this month.

Publicity given to juvenile delinquency causes the opposite impression, some asserted. "I do feel that there is a tendency on the part of the press to emphasize acts of delinquency," a Michigan schoolman commented. Such publicity "makes us think the problem of cheating has increased," said a superintendent from Colorado.

### Cheating Remains Constant

Others maintain that the incidence of cheating has remained constant. "I do not believe my generation is any more dishonest than my parents', nor my children's generation more than mine. I think we are always more aware of the present than the past, which we tend to gloss over and forget," stated a superintendent from Illinois.

An Iowa administrator remarked: "I don't believe a greater percentage cheat, but there may be more in number."

"Youngsters have always tried to get away with something," said an official from Kansas.

Some believe that they have teach-

ers to thank for preventing an increase in cheating. Teachers who maintain strict standards in their classrooms discourage and, in some cases, prevent cheating, the administrators reasoned.

"Cheating, along with a number of other problems, runs in direct ratio to the quality of each teacher," declared a Wisconsinite. "I believe an alert and dedicated staff can do a lot toward decreasing cheating," agreed a schoolman from Arkansas.

Some administrators believe that cheating has decreased. A respondent from Montana attributed this to "better teaching methods, along with guidance and counseling"; an Arkansas official to "increased interest in learning and more appreciation for the value of an education"; an administrator from Ohio to "more wholesome attitudes" on the part of students, and a Kentucky superintendent to "more flexible school furniture that is less conducive to cheating."

Cheating and dishonesty among children are increasing in the school, say 30 per cent of the respondents. Forty-one per cent believe that dishonesty also is increasing outside the school. Parents are blamed in both instances.

This increase "is due to a lack of parental control and interest," a Pennsylvania respondent commented. "The home has shirked the responsibility for teaching moral and spiritual

(Continued on Page 86)

### OPINION POLL FINDINGS:

**1. Are cheating and other forms of dishonesty on the part of children increasing in the schools?**

Yes . . 30% No . . 68% No opinion . . 2%

**2. Is such dishonesty among children increasing outside school?**

Yes . . 41% No . . 56% No opinion . . 3%

Based on a 4 per cent proportional sampling of 16,000 school administrators in continental United States, this survey brought a 34 per cent response.



Student Center, North Carolina State College, Raleigh. The patterned floor of this dining-assembly-lecture space is Northern Hard Maple. Architect: William Henly Deitrick — John C. Knight & Associates, Raleigh.

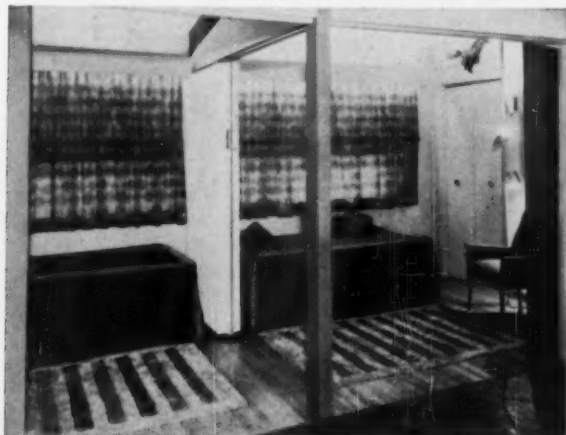
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Gymnasium, Maine Township High School, Des Plaines, Ill. Architect: Childs & Smith, Chicago. Photo by Hedrich-Blessing.

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## Board Has Authority To Hire Attorney

LEE O. GARBER

Director, Educational Service Bureau, University of Pennsylvania

MAY school board members employ an attorney to represent them in the absence of a specific statute authorizing them to do so? This was the subject of litigation in Kentucky recently.\*

This case had its origin in the fact that the county board of education employed an attorney to represent it on at least two separate occasions and paid him out of school money. While the actions appear to have

been brought against the individual members of the board, the superintendent, the treasurer, and the sureties on these individuals' official bonds, they were defended to protect the board's corporate actions and decisions. This action was then brought by appellants — taxpayers — to recover the money that the board paid out for attorney's fees. In the lower court the actions of the board were given judicial sanction, and the plaintiffs appealed.

Appellants first argued that the appellees were without authority to make such expenditures. They contended that the county board of education is a state agency and its members, the superintendent, and the treasurer are state officers, and that, consequently, the attorney was not employed in the manner prescribed by statute for the employment of attorneys to defend state agencies.

The statute in question provided that state governmental departments and agencies could, with the approval of the governor, employ special attorneys to defend them and pay such attorneys out of appropriations made to such departments or agencies. (This section of the law made no reference to county boards of education or their officers or members.)

With respect to this contention, the court held the statute in question was not applicable to this case. In so doing it noted that it had ruled on numerous occasions that the members of a county board of education and its officers are "state officers" even though they are elected locally and perform a local function. Nevertheless, it said this was beside the point because the law upon which plaintiffs relied applies exclusively "to expressly specified state level administrative agencies and officers" and not to members and officers of county boards of education.

Appellants also contended that, under another law, the attorney general was the proper agency to have represented the board. In interpreting this law, the court said: "... it does not specifically require the attorney general to represent county boards of education, nor does it expressly exclude the latter from employing other counsel."

This left the court with one question. (Continued on Page 72)

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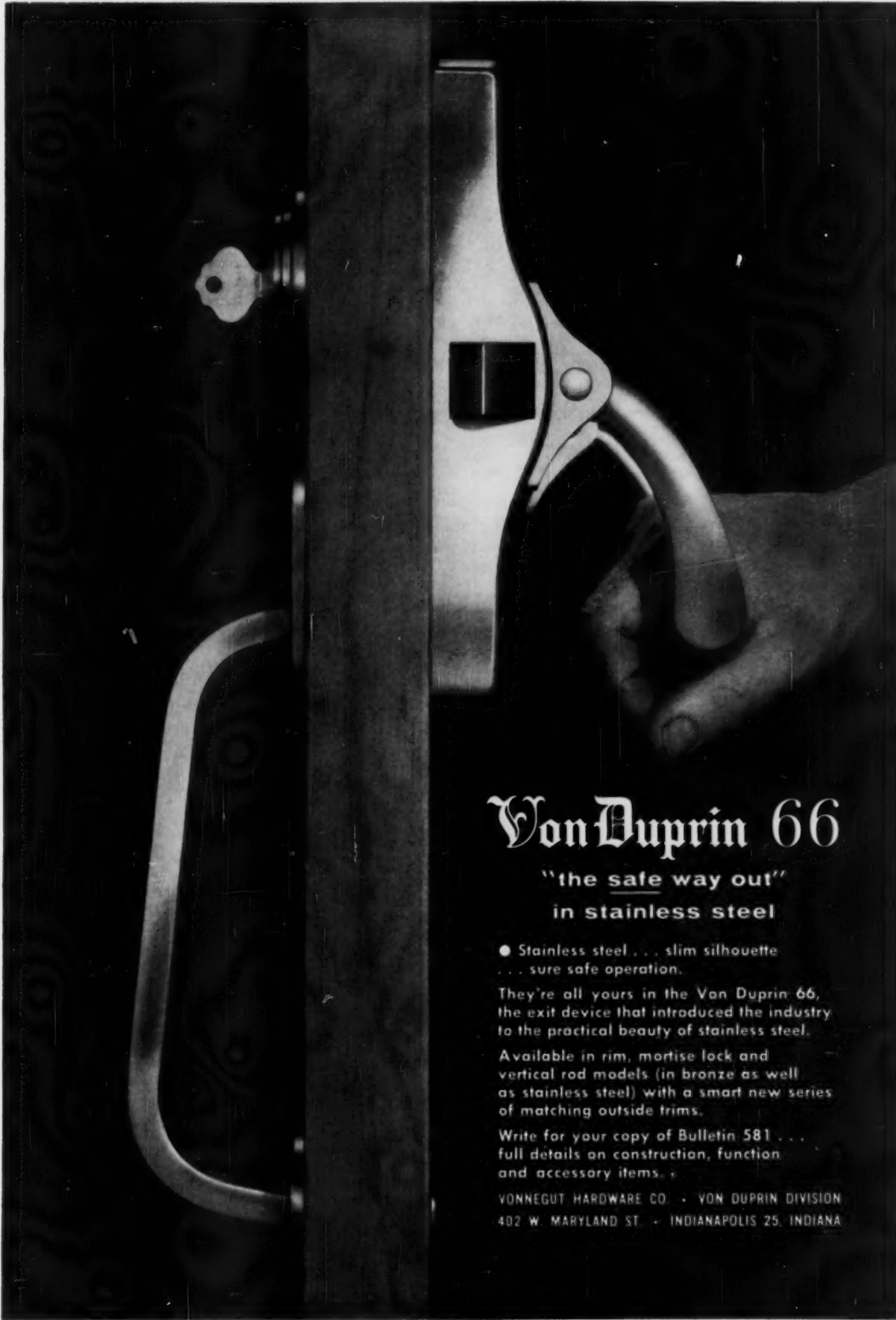
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\*Hogan et al. v. Glasscock et al., 324 S.W. (2d) 815 (Ky.).





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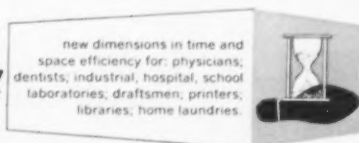


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(Continued From Page 70)

tion to be answered, namely: Do school boards have the implied authority to employ an attorney? This it answered in the affirmative, saying: "... they have the implied power to do so when such employment is necessary for their protection and the accomplishment of the purposes for which they are created." It then pointed out that under the statute a local board has the power to control and manage the district's affairs; to sue and be sued; to make contracts; to purchase, hold and sell property; to issue bonds, and to "do all things necessary to accomplish the purposes for which it is created."

#### **Defended Corporate Action**

With respect to the cases in point — those in which the board made use of the services of an attorney — the defense was for the protection of the corporate action of the board. In neither was any attempt made to charge the individuals with "individual financial responsibility, malfeasance in office, or to question their right to office." Consequently, the court reasoned that the defense "was clearly necessary to accomplish the purposes for which the board was created."

Under these circumstances the court held that "the board was impliedly authorized by the legislature to make . . . [the expenditures] in connection with the promotion of public education, and the latter is a public school purpose." In so doing, of course, it upheld the decision of the lower court, which had ruled against the plaintiffs, in favor of the superintendent, treasurer, board members, and the sureties on their official bonds. ■

**In a Name.** "Zetetics" is the name selected for a new science, the science of research, by Joseph T. Tykociner, 82 year old research professor at the University of Illinois.

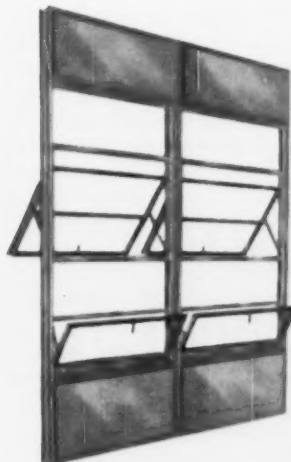
The professor would use electronic computers to catalog research problems. Such a catalog would reveal gaps in knowledge, help select problems, indicate those most needing research, help establish a rational sequence, provide a perspective of an entire field, and show interrelations of problems in various fields and wider areas.

He proposes that colleges establish schools of research for students who are theoretically inclined or are experimentally gifted.

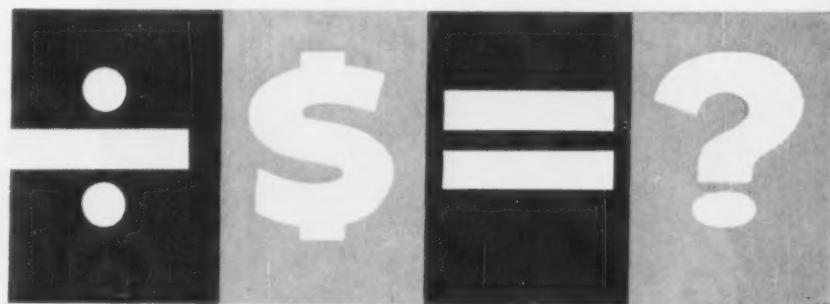
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## Deficiency of Protein-Rich Foods Is Universal School Feeding Problem

**MARJORIE L. SCOTT**

Nutrition Officer, Food and Agriculture Organization of the United Nations, Rome, Italy

AS WE enter the Sixties, the question may well be asked, "What are the worldwide prospects for school feeding?" To answer this, we must differentiate between the relatively few countries in which school lunch programs are already firmly established and the many countries in which such programs, initiated in recent years, have been supported largely by food supplies made available to them. In the former group,

there is little doubt that the programs will continue and that various aspects of them will be improved or developed as time progresses. In the latter group, however, most programs are in a critical stage of development, and many factors will determine their future. Some of these factors are discussed here.

**1. Supplying food is a big problem.** The most widespread and seri-

ous problem is a deficiency of protein-rich foods. Dried skim milk has been a most valuable asset for meeting this deficiency in lunch programs. The majority of countries that have received free milk are those where indigenous milk supplies are grossly inadequate and economic considerations preclude the purchase of supplies at normal commercial prices from exporting countries, at least in quantities needed to maintain programs at anything like their present level. Supplies of other protein-rich foods are likewise at a premium, and intensive long-term efforts will be needed to develop resources. Assistance to governments in expanding production has and will continue to have a prominent place in the program of the Food and Agriculture Organization.

Because of the lack of protein-rich foods and the difficulties in bringing about rapid and significant increases in their production, a program to develop and promote the use of new cheap protein-rich foods suitable for child feeding was started recently by F.A.O., the World Health Organization, and the U.N. International Children's Emergency Fund. Flours of oil-seed press cakes (e.g. peanut, sesame and cotton seed), soya bean preparations, and fish flour are some of the cheap protein-rich foods used.

Many products have been investigated for nutritive value, safe use, methods of processing, consumer acceptability, and so forth. A generous grant made available by the Rockefeller Foundation has facilitated this work. Consequently some products are now produced on a large scale.

*(Continued on Page 76)*



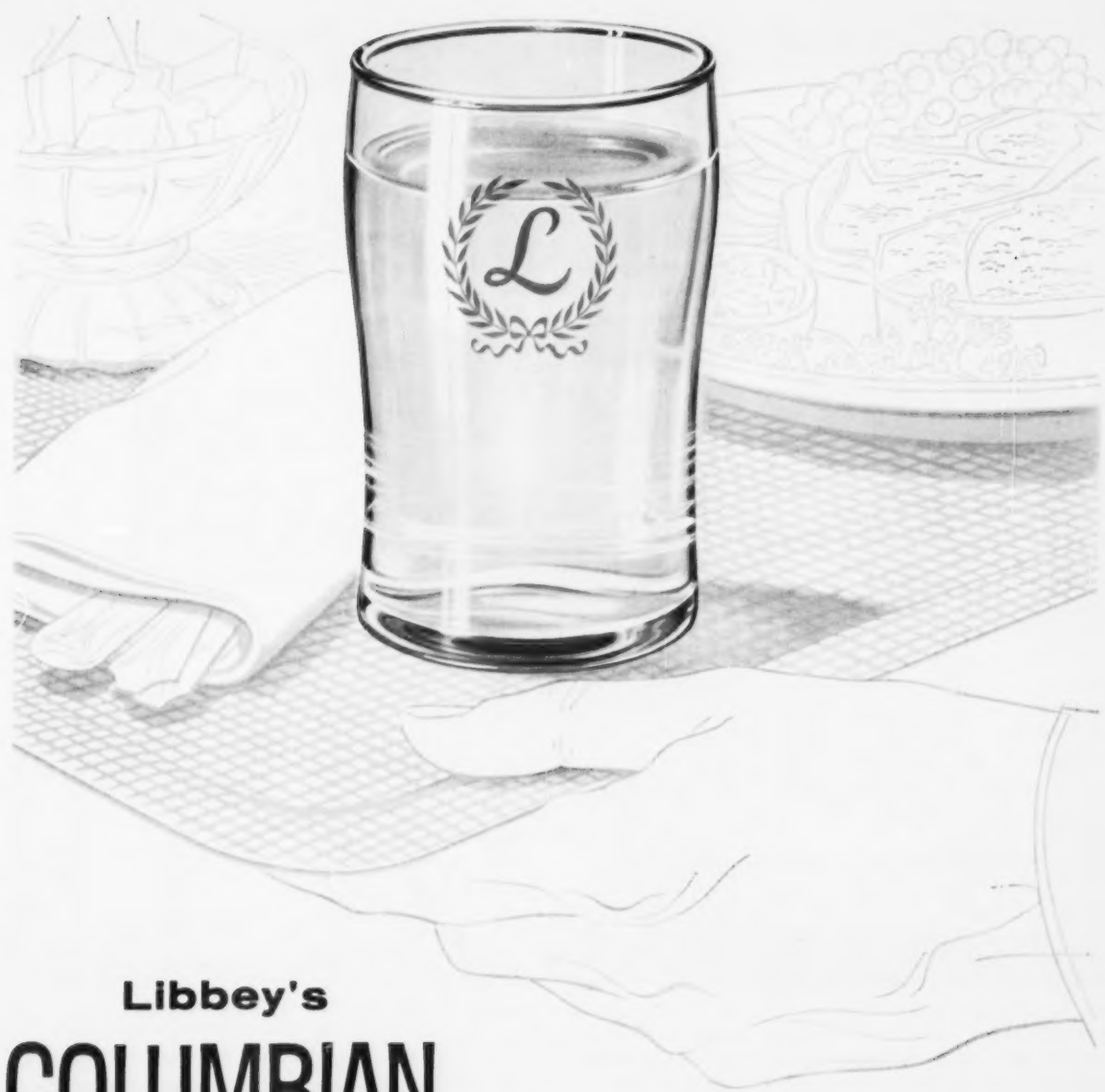
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(Continued From Page 74)

At the local level, school and community efforts can make a useful contribution to the food supply, and indeed are doing so in some countries. There is, for example, the policy of expanded aid to maternal and child nutrition adopted by the U.N.I.C.E.F. executive board in September 1957, to increase the production and consumption of nutritious foods at the village level. In cooperation with F.A.O. and W.H.O., assistance has been given to school and community garden projects, including small animal raising, and related training and education programs in nutrition and food production. Projects of this nature are under way or are about to be initiated in 12 countries in Latin America, Africa, the Near East, and the Far East. Additional programs also are being planned.

The food problem thus is being tackled in many different ways, and continuous and intensive efforts will be needed on the national, the international, or the local level. However, a number of countries undoubtedly will continue to need special help in the form of food supplies until a rational adjustment in their feeding programs can be made.

**2. The cost of supporting a nationwide school lunch program is prohibitive for most governments.** Today ministries of education the world over are pressed with demands to provide more and better schooling for the new generation. Needed developments in educational facilities per se must often be severely restricted. Free supplies of dried skim milk, and other foods as well, have provided not only the incentive but also the possibility for many countries to carry out a school lunch program. This, in turn, has called for the establishment of administrative and coordinating machinery. Thus the framework exists in many countries for the establishment and conduct of a lunch program.

The crucial need is to find ways and means of supplementing the financial resources that may be allocated to school lunch at the national level. This has been achieved in the United States through the delegation of financial responsibilities to the states, the municipalities, and to parents themselves. In theory this system could be applied in other countries as well, and in a limited number

(e.g. in Iraq) it is done. But where economic levels are low, the problems are multiplied. The support of a school lunch program in any country is largely dependent on the appreciation of its contribution to child health by government authorities, community leaders, and parents.

The F.A.O. regional school feeding seminar for Asia and the Far East recommended that "steps should be taken within countries to popularize the broad concept of school feeding, both among national authorities responsible for planning programs and allocating funds, and in communities, especially those where little or no action has as yet been taken to promote school feeding."

**3. A school lunch program should improve child health and establish sound food habits.** If properly planned to provide specially needed nutrients that are deficient in the home diet, a school lunch program will undoubtedly contribute to a child's health and will accustom him to a certain food or foods. At the same time, unless the child learns why the foods should be included in his daily diet and how the best diet can be obtained from available resources of food and money, a lunch program will have little or no effect on his dietary habits outside the school or in later life.

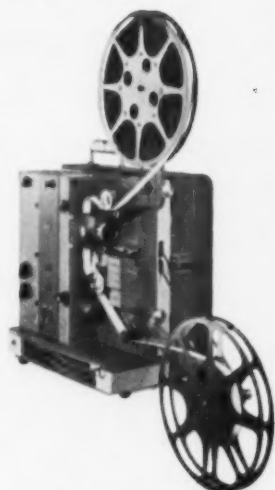
Although good nutrition is of special importance during the active periods of growth and development, it continues to have a vital relationship to health throughout life. There is evidence that food habits, whether good or bad, are firmly established in childhood. As Mark Twain said, "A habit cannot be tossed out of a window, it must be dragged down the steps one at a time."

The school offers rich opportunities for promoting knowledge of nutrition and encouraging good food habits. An effective lunch program must be integrated with a sound program of education in nutrition; conversely, the lunch program can be a useful practical demonstration of what is taught in the classroom.

In the many countries in which the majority of children do not receive a secondary education, it is particularly important that every advantage be taken in the elementary school to encourage attitudes and practices that are conducive to better nutrition. In

(Continued on Page 78)

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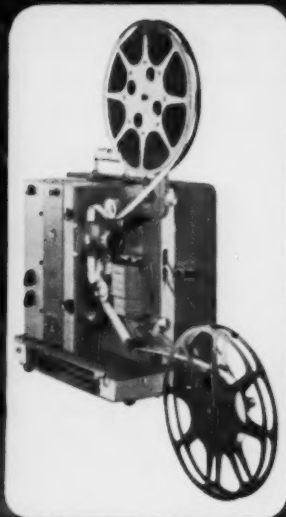


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SCHOOL FURNITURE

(Continued From Page 76)

rural areas, instruction in suitable techniques for the domestic production of foods that will supplement the customary diet is an important aspect of the school nutrition program.

Since "nutrition," and in particular "applied nutrition," are relatively new terms, there is no provision for nutrition teaching and demonstration in the time-honored traditional curriculum. Revisions in the curriculum are accomplished slowly. Furthermore, teachers must have a knowledge not only of the principles of nutrition but how they can be applied; they need to know how nutrition facts can be conveyed with meaning to children of various ages; they need reference books and teaching materials adapted to the food and nutrition conditions in the country or area where they teach.

In the long run, adjustments in teacher training programs are necessary. To meet today's needs, short courses, refresher courses, and other methods of inservice teacher training must suffice. Numerous efforts are under way, in various regions of the world, to promote teacher training in nutrition and to develop suitable nutrition teaching materials. The future will call for more intensive and more extensive efforts if the school is to play a significant role in promoting better nutrition.

School lunch had its beginnings as a welfare measure for underprivileged children, and early programs in America and Europe were promoted largely by welfare organizations. The whole concept of school lunch has broadened and deepened as knowledge of the importance of nutrition has developed, and as governments have assumed increasing responsibility for the welfare of their children. Its future is fraught with many problems, such as those outlined in this article. Whether these problems will be solved depends largely on the cooperative efforts of agricultural, educational and health authorities, as well as cooperation within and between the school and the community. ■

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(Continued From Page 54)

overwhelming defeat, but one of the major criticisms of the campaign was: "We didn't know the facts." It is immaterial that the facts had been distributed, for none but the dedicated had bothered to "read their lessons." The voters had gone to the polls uninformed.

Care must be used to select the pertinent facts. The more vividly these are presented, the more lasting their impressions. Principles of the psychology of learning should be used to present information.

### Were the media O.K.?

What media were used in the presentation of the information? On reflection would these still be your choice, or do you now believe that others would have been better? In the selection of media, the goal should be total coverage. Be brief, be clear, be intelligible, be visual.

### Was the proposition submitted at the "right" time?

Upon reflection, it is evident that there are times when it is unwise to

ask approval of any school plan. A request for additional school taxes immediately after the receipt of property tax bills courts disaster. Holiday and vacation seasons are poor times to appeal to John Q. Public. The period from mid-October to the first of December appears to be the best time to submit a school plan to the voters.

### Who conducted the campaign?

What person or persons were selected to conduct the campaign? Were responsibilities concentrated in the hands of a few, or was a more democratic approach used?

If a single person (or a few persons) was selected to conduct the campaign, he should have been freed of other responsibilities so that the campaign would receive all his energies. He should possess a rich background of general educational experience with specific knowledge in school elections and/or public relation programs.

If the board of education conducted the campaign, it should have been only with the wholehearted support of each and every member.

If a citizen group was selected, it should have been a group recognized as the community's educational leaders and identified as participants in formulating the plan. Under no circumstances should an uninitiated group be handed a completed plan and be expected to sell this plan within a two-week period. Strangely enough, since citizen groups have been so successful in conducting school campaigns, this has been done. Successful campaigns by citizens usually are the result of a citizen survey in which the group collected data, analyzed the data, and suggested a long-range education plan to the board.

When the board had accepted the plan, the citizen group then took it, or one step in the over-all plan, to the public for approval.

Before the campaign leadership had been selected, all possibilities should have been explored, and the leadership that best fitted the specific needs of the campaign chosen.

It is obvious that the foregoing questions are not only a guide to action after losing an election, but are cardinal principles of conducting a school election. ■

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## Quality in Administration

(Continued From Page 55)

iciency admittedly must be laid at the door of those responsible for programs of teacher preparation in our colleges and universities. But the deficiencies in teacher preparation are not a monopoly of those colleges and universities that give courses in professional education. Needless repetition, failure to allow (much less encourage and provide) opportunity for a large amount of independent work among students at all levels, professors deal-

ing with students as prescribers, dictators and seers rather than as companions, resource staff and peers, too commonly characterize teaching on far too many campuses.

There is another major deficiency in our program of preparing teachers. In my belief local school systems do not participate in the preparation of teachers nearly as much as is desirable. The traditional arrangement is one in which a local school system is designated as a cooperating school for some college or university, and a small group of teachers are design-

nated supervisors of practice teaching. At the same time, it is common practice for the practicing teacher to be visited once or twice a semester by some representative (often a graduate student — sometimes not a very good teacher himself) of the parent college or university.

The local school staff members who are designated as supervisors of practice teaching are often, if not usually, expected to assume this function in addition to an already full work load. For such services they are given tuition credit in the parent college or university or some paltry sum that in effect is insulting.

Local school systems should become full-fledged partners with respect to, at least, essential minimum field work for prospective teachers. The costs should be recognized as integral parts of local school budgets. Such costs also should be recognized in state support formulas. Local staff members who participate in the preparation of teachers may well be utilized to some degree on the campuses of the associated colleges and universities.

## School Staff Teams

HAPPILY we note the establishment of teams on local school staffs. This indicates the need for differentiation of school staff assignment. The term "teacher team" is often encountered in connection with the present movement. "Instructional team," which comprises teachers, secretaries, technicians, guidance workers, and other specialists, is a more cogent term.

Different kinds of teams are needed in a local school system: instructional teams, special service teams, plant operation teams, business management teams, and so forth.

Present ventures in organizing school teams prompt some uneasiness. Although two heads may be better than one even though one is a *Dumbkopf* (with editorial liberty, even though one has long ears), at the same time the act of assigning instructional duties in teams of two, three or any other given number of workers does not in itself guarantee improved action. Instructional teams, as well as the other teams, must be established in terms of the specialized skills possessed by each member and must correspond to the particular assignment of each member of the

(Continued on Page 84)



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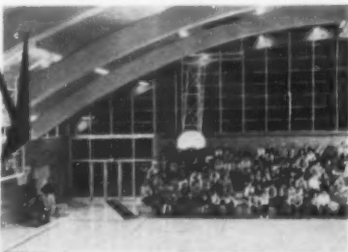


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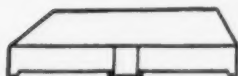
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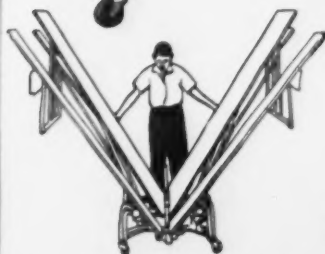
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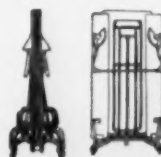
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(Continued From Page 82)

team. Organizing school staff teams demands more exhaustive and specific planning than has been visible in the past.

## The Superintendent's Working Habits

PARAMOUNT in any action toward improving our educational programs is the way superintendents of schools work. Or perhaps, referring to the previous reference to perception,

progress depends on in what light the superintendent holds himself. Do superintendents attempt to be inspirers, stimulators, professional partners, defenders and protectors of their associates? To what degree do superintendents resort to mass power play to get quick action, as opposed to patient waiting, toward behavior that reflects deep conviction among a staff?

Are local staffs encouraged to initiate recommendations for curriculum revision and experiment? Are staff recommendations presented for joint

consideration by the superintendent and the staff? Or are such recommendations submitted only to the superintendent? Are recommendations offered for concurrence or approval? Authorization or concurrence? This is, perhaps, a matter of semantics, but semantics exert a powerful influence over the attitude and behavior of fellow workers.

Do superintendents consistently and in the majority of instances accept disagreement, and at the same time recognize precious professional competence on a myriad of matters upon which agreement has been reached by the superintendent and the staff? What terms does the staff use in referring to the superintendent? Is he boss, chief, the superintendent, John, Dr. or Mr.? And in what tone of voice are such terms used?

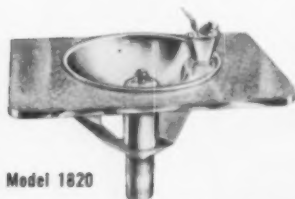
If the superintendent is to approach maximum effectiveness, he must maintain a warm personal concern toward other workers and must be indifferent to the temporary and unimportant unconcern others may show him. Further, he must be constantly aware of the fact that his acquaintance with and vision of local school affairs are properly and inevitably wider, deeper and longer than that of the holder of any other school post. These circumstances dictate that the superintendent realize he is agent and servant, as well as leader, not only of the school staff but of the local community.

The superintendent's assignment is that of a temporary stewardship rather than a personal proprietorship. It is both his responsibility and joyous opportunity to envision and interpret. As an interpreter he must be an orator, as Cicero so impressively described the orator: "a man of words, skilled in action."

**Shovels and Pencils.** Premier Khrushchev's reorganization of the Russian education system calls for colleges to give admission preference to applicants who have made good records at manual labor. The purpose of this new step is to develop in Soviet youth a greater respect for manual work which, the premier has said, too many young people scorn and try to avoid. Previously, a work record citing two years of manual labor had been required of about 80 per cent of the students admitted to colleges. Under the new system, an applicant seeking priority will have to present a recommendation from his employer.

## HAWS ON THE WALL

### ON THE DECK ↓



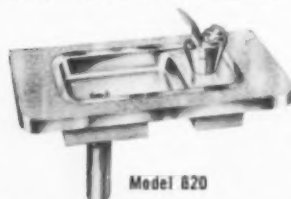
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## Opinion Poll

(Continued From Page 68)

values," said an administrator from Minnesota.

Again, "pressure by parents for students to get good grades" has increased cheating, a California schoolman contends. He also said that society is another culprit. "Pressures emphasizing the need for a diploma in order to get a job" have increased cheating.

### Bad Adult Example

Many contend that there has been a general decline in moral standards and that children are victims. "The distortion of fact and truth seems to be prevalent among our adult population," stated a New Jersey superintendent. "Adults condone this practice in children, simply by engaging in the practice themselves. Is it small wonder that our children today have extreme difficulty in determining what is fact and what is fancy? It has reached the stage where some children render the truth only when it's convenient, and they suffer no remorse," he said.

"Standards have lost their exactness," contributed a South Carolina respondent. The feeling that "anything is all right if you don't get caught" prevails, wrote a schoolman from Michigan.

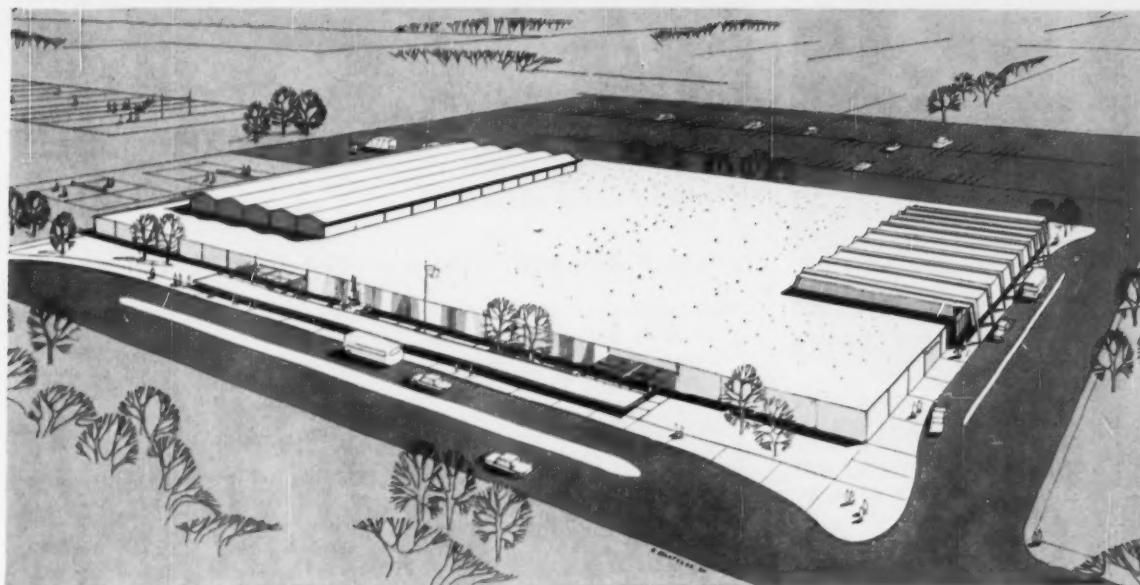
Criticism as well as praise was given to teachers. Much of the increase in cheating has taken place where the teacher is not doing a "proper and diligent job of teaching," said an Illinois administrator.

### Blames Large Classes

Some statements implicated the education system generally: "I think cheating is more prevalent in large, factory-type schools where there is little personal relationship between pupil and teacher," a respondent from Minnesota asserted. A Wisconsin superintendent believes that large classes are responsible for cheating. "Teachers haven't time enough for individual help, and slower students copy to complete their work."

Forms of dishonesty that respondents to this poll listed as most prevalent were: petty thievery; copying daily assignments; copying answers during examinations; "distortions of the truth," "falsehoods," "lies"; vandalism, and disregard for school regulations. ■





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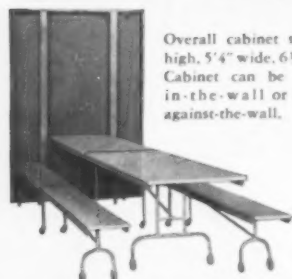


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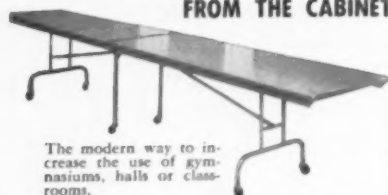
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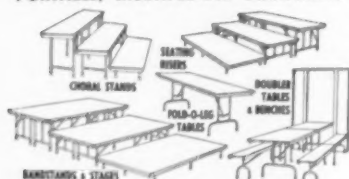
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## ON THE SHELF

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### Is School Administration a Unique Job? Walton Says No

**ADMINISTRATION AND POLICY  
MAKING.** By John Walton. The  
Johns Hopkins Press, Baltimore,  
1959. Pp. 207. \$5.

Don't jump from the title, as I did, to the hasty conclusion that this is another book about the perennial problem of keeping the powers and duties of the superintendent sorted out from those of the board of education. It almost ignores that problem, which is too bad.

Instead the book is a reexamination of the proposition that administration is a science and art all by itself, and that it is basically the same whatever the enterprise to be administered, whether it is educational, industrial, governmental, military or ecclesiastical. The author is chairman of the department of education at Johns Hopkins University and has had nine years of public school experience, including seven years as a superintendent.

"Pure" Administration. The proposition that educational administration is a distinctive activity that may be considered quite apart and perhaps substantially divorced from the educational process per se derives from the studies of Fayol, Gulick, Sears, *et multa alia*. It contrasts, says Dr. Walton, with long-cherished social, educational and humanitarian emphases. It means that a superintendent need not necessarily be drawn from the ranks of teachers or even pose as an educator. Though the author does not say it in such baldly specific terms, it seems to mean that a good administrator can do an equally good job of managing a steel mill, a bank, a school system, a hospital, or a noodles factory. It clearly maintains that a line of demarcation can and should be drawn between administration and overall policy making as well as between administration and the educational process itself.

"Impure" Foundations. Warrant for the attempt to recast our thinking is found in the present lack of any basic concept of educational administration. School administrators have, it says here, no organized body of subject matter they can call their own. They merely appropriate fragments of political sci-

ence, law, ethics, social psychology, business administration, and even education itself, to serve their uncertain purpose. "The subject matter of educational administration is not a thing of intellectual beauty. . . . It has no simple and elegant theoretical structure."

If we will only define our terms closely and reason about them with our intellects instead of our emotions we should be able to bring more *cosmos* out of our present *chaos*. Everybody and his family knows that, from whatever point he starts, the typical school administrator gets ever farther from the classroom and the educational process.<sup>1</sup> Let's face the realities. The purposes of education are or should be determined by the public will, the content and method by those who remain full-time educators. The administrator just administers.<sup>2</sup>

**The Public Will.** The administrator's functions are: (1) to discern what the public will is and to state it clearly and honestly, even through its confusions and contradictions;<sup>3</sup> (2) to see that this will is translated into organization and that it is coordinated and executed without injection of his own fancy or conviction as to what it ought to be;<sup>4</sup> and (3) to obtain support for the enterprise through good public relations.

This description of function would square with the thinking of the government research group and the efficiency experts. It would not square with what most of the writers of textbooks on school administration have said. From Cubberley and Newlon to Moehlman and Mort, these have held that there should be a creative factor, something popularly called leadership, in school administration. They wanted the super-

<sup>1</sup>"Buildings, budgets, buses and bonds consume his time and energy."

<sup>2</sup>"It is a rare individual who can be both an effective administrator and a determiner of purposes."

<sup>3</sup>"Education appears to be more sensitive to the will of the people directly and without an intermediary than any other enterprise. . . . The public will equals the sum, however difficult the addition, of all individual wills."

<sup>4</sup>"In the area of conflicting and obscure purpose, the administrative function is to discover, elucidate and reconcile, not to impose. . . . There is continuously operating upon the public school administrator a popular will both vocal and taciturn (sic!) to which he conforms in his decisions about educational purposes. . . . Administrators appear to be selected for their ability to discern and conform to the community will."

intendent to be yogi as well as commissar, or at least more than a schedule maker and trouble shooter.

Just how all this fits into a situation in which the first function of the superintendent is to interpret the public will I don't quite see. I lament that Dr. Walton has made no clear distinction between the provinces of board and superintendent. For the most part he tends to lump them together. But this business of discerning he seems to put solely on the superintendent. I believe that most of the superintendents with whom I have exchanged views and woes for 30 years would say that the one thing boards of education most readily claim for themselves is the right to do their own discerning of the public will, purpose and desire — though they are perfectly willing to let the superintendent sweat out the writing of it for them even while he also keeps both ears to the ground.

Boards differ. Some are political and jealous. They want the superintendent to be not only a Yes man, but a Yes, Yes, Yes man. Others prize the special knowledge and experience of their chief executive in interpreting the will of the public and in helping them to decide and formulate policy.

In most situations we not only have to allow for the clairvoyance and the disposition of the board, but we also have to take a clear look at the public will itself. Suppose the community is almost solely vocational-minded or stadium-minded or economy-minded, or just plain small-minded. Should board and superintendent give up all effort to bring their clientele or their masters closer to the public will of the state and the nation? Should the superintendent wait for the community to catch up all by itself, or should he move to one that already has purposes he can accept and feel no urge to affect? Just how eunuchoid shall he be?

**Mann or Mouse?** Dr. Walton holds that evangelism is no part of "administration." When he took to the educational hustings Horace Mann was, for the time being, acting outside his administrative role. The author has no objection to leadership as such, but he suggests (to keep his theory consistent?) that it is no integral or necessary part of administering.

**Kind Words.** But don't think that Dr. Walton belittles the superintendent in those functions he would leave him. Listen to this kind passage:

"This responsibility in administration requires an unusual sensitivity and a patience that is rare. The prudence and practical wisdom of administration waits upon a clear vision of the ends to be achieved, and this vision is attained

through infinite patience and imperturbable graciousness in encouraging the expression of the popular will."

The most significant point in the chapter on public relations is that failure of a community to provide adequate school funds is one of the most valuable ways of discovering what its will may be as to educational purposes. And who can deny that?

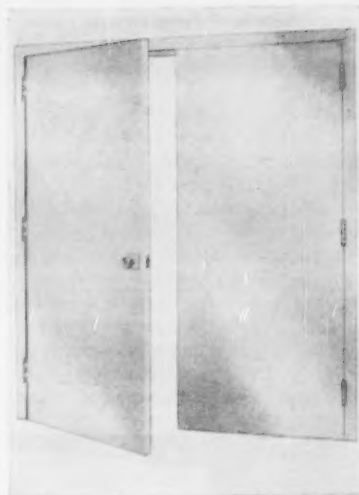
**Sticky Wickets.** While for the sake of cleaving to his theme Dr. Walton deliberately abstains from some distracting considerations (which might nevertheless seem highly pertinent to the reader), he is the first to point out other counterindications and to stress the limitations of theory. In his discussion of the superintendent's job as coordinator he raises uncomfortable questions.

Can consideration for others, a cherished canon of most administrators, be successfully teamed with the advancement of basic educational purposes? Is the line and staff arrangement inevitable? Was it copied from church and state, from industry and army, or was it separately evolved by the schools as inherently necessary to sound organization and control? Is the chain of command syndrome repellent to the spirit of democracy? At what point does efficiency tend to defeat itself? Will recent steps to mitigate the rigors of authority prove successful? Is a supervisor called consultant a supervisor still? To what extent may an administrator share authority with his staff and still accept the accountability which the public demands when things go wrong?

**Charisma!** Even though the administrator determines no basic policy himself, should he not, as a good organization man, inject into his staff where needed some strong shots of *charisma*, defined by Dr. Walton as the ability to get other people to identify themselves with an organization and its purposes? Can this be part of his role as he "initiates structure-in-interaction"? Or is that only for Branch Rickey and Casey Stengel?

**One Big Unhappy Family?** But it is Dr. Walton, not Stengel, who says that the superintendent has two strikes and three wild fouls on him in his staff relations. The author recognizes that authority is not always forbidding or the faculty always griping about it. At the same time he finds that the superintendent is under suspicion of putting administrative convenience before educational purposes. He subscribes to atrocities like the Carnegie unit and oblivious to the fact that ideas do not jell in exactly 43 minutes, he makes fixed class schedules.

(Continued on Page 90)



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(Continued From Page 89)

And "since administrators cannot but be interested in their own success," they are likely to be partial to the most salable educational activities and timorous about the unpopular ones. Administrators give efficiency ("economy") higher rank than teachers do. The success-minded administrator will have little tolerance for what the Taxpayers League calls frills. He does not "seek new problems; he devises workable solutions to the ones he has. But the scholar pursues the irritating role of questioning and of creating new and more problems."

Sagely, Dr. Walton concludes: "The institution of education must contain

somehow the reasonable bureaucrat, the restless scholar, and the enchanted artist." But he hardly shows how this containment would be improved by making the superintendent less educator and more bureaucrat. He suggests as a meliorating factor only that "the incompatibilities must be worked out on somewhat mechanical lines." The author does not even mention the possibility that the situation is largely a human one and that the griping may be less acute when the superintendent has been a teacher long enough to know how teachers think and feel and what their problems really are, when he has some standing as a scholar and a member of the

craft, and when the faculty can appreciate that, however far away he may seem at times, he is still their boy and as such entitled to sympathy if not empathy.

Good at seeing the paradoxes, Dr. Walton doesn't do much for the dilemmas. He abstracts beautifully, but he is weak on "for instances." He suggests that it might be well for the schools sometimes to interchange administrators with persons from other disciplines. He notes that some universities have drawn their presidents from other fields, but he fails to comment on the degree of their success, or, in the case of famous men, to note the prestige factor in their selection.

**Call for Research.** The final chapter is chiefly a call for further research. Dr. Walton believes that studies can be devised to assemble and evaluate the purposes and objectives of school administration; to collect and analyze administrative decisions, classifying them according to their conformity with accepted objectives; to compile historical data on the growth of administrative panoply in education and other types of organizations, show the relation of this growth to the increased size and complexity of the outfit and to its own expanded corpus and its coefficient of correlation with Parkinson's Law, *q.v.* Another study should reveal the effects of hierarchical organization and bureaucratic routines on creative work and creative workers.

Dr. Walton concludes that if his theory of the nature of the administrative task is valid it will effect an "extraordinary change in the practices of selecting and training administrators." Meanwhile I am more than inclined to string along with the recommendations on the training and selection of superintendents proposed by the A.A.S.A. Committee for the Advancement of School Administration and set forth in the 1960 Yearbook. I hope that you and the members of that committee will read every word of Dr. Walton's book. It has good facets and sharp angles that will repay study. ■

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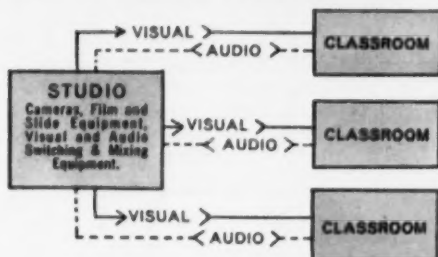
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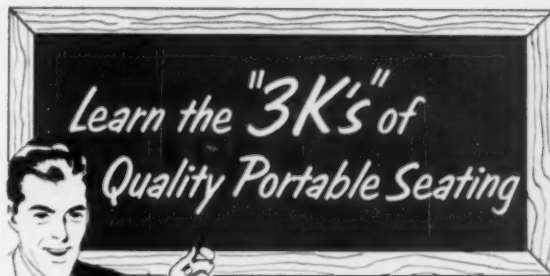
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Vol. 65, No. 1, July 1960



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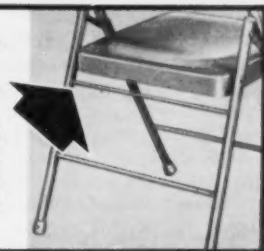


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# NEWS IN REVIEW

## 'Parents Are More Capable Today,' Speaker Tells National Congress of Parents and Teachers

PHILADELPHIA. — Automation continues to reduce the work of adults, while "the fantastic burgeoning of knowledge and the rising demand for mental skills put heavy pressure on school children," Mrs. James C. Parker, president of the National Congress of Parents and Teachers, told the 2000 delegates at the opening session of the organization's 64th annual convention here, May 22 to 25.

She said it is unreasonable to expect children to work hard at school if parents use leisure to "twiddle the TV dial for twaddle." She warned adults to set an example "if children are to be eager learners and thinkers."

Eli Ginzberg, professor of economics at Columbia University, said that not only is it impossible to train all the specialists that have been recommended for child welfare, but it is unnecessary. He suggested that groups interested in improving opportunities for children seek parents who are interested in finding some constructive use for their time and energy as the workday and week become shorter.

The nation is "overlooking the fact that parents are more capable today than ever before to bring up their children properly," Dr. Ginzberg added.

A realistic view of education was urged by Harry D. Gideonse, president

of Brooklyn College. He said it is naive to presume that education is only that which goes on in the school. "Much more than in the past, education is what goes on in the American culture as a whole," Dr. Gideonse stated.

Parents must recognize that youth and adults live in two separate worlds, Shane McCarthy, executive director of the President's Council on Youth Fitness, told another session.

"Youth wants discipline, and adults give them license. Youth loves roughness, and adults give them ease. Youth craves activity, and adults manufacture idleness for them," Mr. McCarthy said.

Though P.T.A. leaders have voiced support for federal aid to education, delegates heard one speaker say that problems in education could be solved better and less expensively with local funds and efforts. "Those who want to do something on the federal level to help education would do well to work not for federal aid to education but for federal economy in all other areas in which the national bureaucracy has injected itself," stated Robert Keith Gray, secretary of the President's cabinet. "Every demand we eliminate adds to our chances for a tax reduction, which will make more funds available at the local level to meet local school needs," he said.

## Shibler Firing 'Unethical,' Says N.E.A. Commission; Strong Language Directed to Indianapolis Board

INDIANAPOLIS. — The forced resignation of Herman L. Shibler, former superintendent of schools here, has been termed "unethical, indefensible and offensive to the fundamental principles of fairness" by the N.E.A. Defense Commission in releasing a report of its study of the Shibler resignation, which came without warning on June 30, 1959.

The report questions the action of the superintendent in surrendering to the demand for his resignation without asking that the "proper procedure" be followed. Noting that it is understandable that the superintendent held the philosophy that he did not want to stay where he was not wanted, the report commented that he did, however, "have an obligation to the public and the teaching profession as well as to the board."

The special committee notes that in the last 30 years, with one exception, no school board candidate in Indianapolis has ever run for reelection. For many years, the winning candidates in school

board elections have been members of the slate of candidates presented by the Citizens School Committee, a local non-partisan organization. Until the 1959 election, when another citizen group sponsored a slate of candidates, the slate presented by the Citizens School Committee was virtually unopposed.

The request for a Defense Commission investigation of the Indianapolis schools came from the Indianapolis Council of Parent-Teacher Associations, the American Association of School Administrators, the Indiana State Teachers Association, and the Indianapolis Grade Teachers Association. The Indianapolis Education Association voted down the request.

Since November 1959, Dr. Shibler has been director of the educational services division of the Midwest Program on Airborne Television Instruction (The Nation's Schools, December 1959), a \$7 million project that proposes to transmit courses on video tape from a circling DC-7 to a potential 5 million students

in parts of six midwestern states.

Dr. Shibler, who has offices at Purdue University, is currently engaged in a program of inservice training for classroom teachers to make effective use of the telecasts from the airplane.

## Logan Succeeds Claude as A.V.A. President

COLUMBUS, OHIO. — William B. Logan, professor of distributive education and director of management institutes at Ohio State University, has been named president-elect of the American Vocational Association.

He will serve as 1961 president of the association, succeeding E. M. Claude, director of vocational education for Illinois.

Before joining the Ohio State faculty, Dr. Logan was coordinator of distributive education at Asheville, N.C. In 1957, he was chairman of the teacher training section of the National Conference on Distribution, conducted by the U. S. Office of Education.

## Business Officials To Observe Golden Anniversary Year

ST. LOUIS. — Fifty years of continuous service to school business administration will be reviewed when the Association of School Business Officials of the United States and Canada holds its 1960 annual meeting here, October 9 through 13. The theme of the event will be "Education, Economics and Ethics in School Business."

A.S.B.O. was founded on May 16, 1910, by a group of seven prominent school business officials in the office of the then U. S. Commissioner of Education, Elmer E. Brown. Lawrence G. Derthick, present commissioner, will deliver the keynote address at the first general session on Monday.

In addition to the other two general sessions, on Tuesday and Wednesday mornings, some 30 discussion groups, an evening clinic, and a professional session are being scheduled, according to Executive Director Charles W. Foster. Exhibitors' entertainment will be on Tuesday evening, and the annual banquet on Wednesday night. Sunday evening will see the usual vespers, and Thursday has tentatively been set aside for educational and local tours. Monday evening will be free and Tuesday afternoon will be reserved for study of the exhibits.

Presiding at the opening session will be G. Alvin Wilson, A.S.B.O. president and assistant superintendent, business administration, Oak Park and River Forest High School, Oak Park, Ill. This

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year's A.S.B.O. meeting news bulletin, to be distributed at the convention, will be produced by The NATION'S SCHOOLS.

### E. F. L. Advises on School Building Costs

NEW YORK. — Planning, financing and building economical schools that will adapt to new educational practices are the subjects of the report of a year's study by Educational Facilities Laboratories Inc., 477 Madison Ave., New York 22, entitled "The Cost of a Schoolhouse."

It recommends systemwide planning as the first key to economy. "While discussions of school economy usually are focused on a single building, systemwide planning may offer greater possibilities for real economies than any other part of the school planning and building process."

The report cites the example of the school system of San Mateo, Calif., where early site acquisition saved \$3.5 million.

In determining over-all design of the building, "the nature and organization of the school program are basic," the study says. "True economy is achieved where the building supports the educational program to the highest degree."

It discusses the importance of timing in financing new schools. "Let the architects complete the plans, let the bids be taken, let construction awards be made, before you sell your bonds."

Also, "don't put your bonds up for sale when the market is glutted," the report states.

### Head of Business and Finance at Dearborn, Mich., Dies

DEARBORN, MICH. — A. D. Brainard, deputy superintendent in charge of business and finance for the public schools here, died of a heart attack May 15.

He started his career as a teacher in Nebraska in 1928 and served as principal at Utica, and superintendent at Carleton and Blue Hill before going to Muskegon, Mich., in 1940, as assistant superintendent in charge of business.

Coming here in 1948, Dr. Brainard was responsible for the operation and maintenance of all buildings, the lunchroom program, transportation system, purchasing and financial management of the school system.

He had served as president of the Michigan Association of School Business Officials for 1947-48.



A. D. Brainard

### Upholds Decision That Counselor Is Not Liable

MENOMONIE, Wis. — The decision of the Dunn County Circuit Court in the case of Bogust vs. Iverson (The NATION'S SCHOOLS, January 1960) has been upheld by the state supreme court.

The case was appealed to the state supreme court when the lower court ruled that a school guidance counselor with a Ph.D. in education was not liable in the death of a counselee because there was no allegation that he had had any training, experience or education in the field of medicine.

### Restaurant Show Features 'School Days' Sessions

CHICAGO. — Advice against "over-equipped" school food service facilities was issued at the two "School Days" sessions of the 41st annual National Restaurant Association convention and exposition held here May 9 to 12.

Richard Flambert of Flambert & Flambert, San Francisco, in his speech on the latest developments in school food service design and equipment, suggested preassembled trays on portable racks. He advised against steam tables in elementary schools where only one hot dish has to be added to the tray. Mr. Flambert said reach-in refrigeration is preferable to walk-in refrigeration, and maintained that cooking ranges are being replaced with separate gas and electric ovens and steam-jacketed kettles.

Mr. Flambert also discussed the importance of color in room and equipment, mobility, and dishwashing equipment.

The sessions, arranged by Marguerite Tice, director of the school lunch program in Milwaukee, were opened by Martin Garber, director, Food Distribution Division, U.S. Department of Agriculture. Mr. Garber reported on probable federal appropriations for the federal school lunch program and commodities likely to be available next year.

An address on time and motion economy was illustrated with slides by Lucille Bishop, supervisor of the school lunch program in Spartanburg, S.C. Janet McFadden, home economist with the U.S. Department of Agriculture, presented a chart of precooked portions of foods most frequently used in school lunches. The chart showed the importance of precooking menus as an essential procedure in food cost control.

Visitors heard Margaret Johnson, food service manager at the University of Illinois in Chicago, discuss advantages of "convenience" foods, such as frozen juices, fruits and vegetables, that are most suitable for use in the cafeteria. She discussed new developments in



packaging, such as "free flowing" packaging of fruits and vegetables, and a new "flexible" package for processed foods that will withstand freezing and heating.

A. C. Robinson of the department of health of Seattle illustrated his talk on sanitation in the high school program by showing slides and distributing the "Sanitation Guide for the School Lunch Program," and the "Food and Beverage Service Workers' Manual," prepared by the Washington State Department of Health. The two booklets, he explained, are used as guides and for the training of personnel. — MARY DeGARMO BRYAN.

## Coming Events

### AUGUST

6-9. National Audio-Visual Association, 20th annual convention, Chicago.

21-27. National Conference of Professors of Educational Administration, Macomb, Ill.

### OCTOBER

2-6. American School Food Service Association, annual convention, Washington, D.C.

4-7. National Council on Schoolhouse Construction, annual meeting, Toronto, Canada.

7-12. Department of Rural Education, N.E.A., annual conference, Louisville, Ky.

9-13. Association of School Business Officials of the United States and Canada, 46th annual meeting, St. Louis.

14-16. National Association of Public School Adult Educators, annual conference, Denver.

### FEBRUARY

11-15. National Association of Secondary School Principals, annual convention, Detroit.

25-29. American Association of School Administrators, regional meeting, San Francisco.

### MARCH

5-8. Association for Higher Education, annual conference, Chicago.

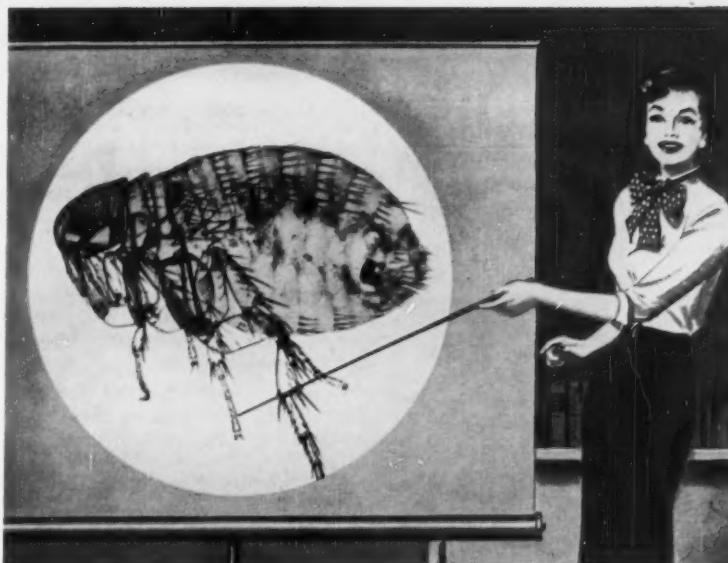
11-14. American Association of School Administrators, regional meeting, St. Louis.

12-16. Association for Supervision and Curriculum Development, N.E.A., annual convention, Chicago.

17-22. Department of Elementary School Principals, N.E.A., annual meeting, Atlantic City.

25-29. American Association of School Administrators, regional meeting, Philadelphia.

26-30. National Science Teachers Association, annual convention, Chicago.



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## About People

### Changes in Superintendencies

#### NORTHEAST

Francis J. Griffith, principal, Richmond Hill High School, Richmond Hill, N.Y., to assistant superintendent, New York City. Dr. Griffith entered the city school system in 1927 as a teacher.

Thor Krogh, high school principal, Middletown, N.Y., to superintendent there, effective August 1.

Franklyn S. Barry, Cortland, N.Y., to Central School District, North Syracuse, N.Y. He succeeds Maurice Hammond, who retires, effective July 1.

#### MIDWEST

Earl L. Miller, Britt, Iowa, to Audubon, Iowa, succeeding H. H. Rice, who resigned.

Roy B. Gerhardt, high school principal, Lexington, Mo., to superintendent there, succeeding Leslie H. Bell, who retired.

#### SOUTHEAST

Hugh P. Nolen, principal, Randolph-Henry High School, Charlotte Court House, Va., to superintendent, Sussex County, Sussex, Va.

Jason White, junior high school principal, Lyon County, Eddyville, Ky., to county superintendent there.

#### SOUTH CENTRAL

Richard Burch, Elk City, Okla., to Clinton, Okla., effective July 1. He succeeds Al Harris, who becomes president of Southwestern State College, Weatherford, Okla.

Clarence Geis, high school principal, Jonesboro, Ark., to superintendent there. He succeeds Lloyd Goff, who joins the staff of the education department at Arkansas State College.

#### WEST

John Plank, high school principal, Culver City, Calif., to superintendent, Banning, Calif.

Weynard Bailey, assistant superintendent, Union High School District, Colton, Calif., to superintendent there. He succeeds Donald H. McIntosh, who retired.

#### Other Appointments . . .

Grant Venn, superintendent, Corning, N.Y., has been appointed president of Western State College.

William M. Staerkel, superintendent, Arcadia, Calif., becomes director of the school administration division, Booz,

Allen and Hamilton, a management consultant firm, Chicago.



Gerald W. Smith

Gerald W. Smith, superintendent since 1953 at Elmwood Park, Ill., has accepted the newly created dual position of executive secretary of the Illinois Association of School Administrators and administrative relations associate of the Illinois Education Association, effective August 1. Mr. Smith, who was the recent Republican candidate for state superintendent of public instruction, will have headquarters at Springfield. His assignment is to coordinate the efforts of the I.E.A. affiliated Illinois Association of Elementary Principals, Illinois Association of Secondary School Principals, Illinois Junior College Association, I.A.S.A., and county superintendents; to conduct studies in Illinois schools, and to help define a more cooperative role between school superintendents and boards of education.

H. Grant Vest, commissioner of education, Colorado, has accepted the newly created post of director of the Coordinating Council for Higher Education, Utah.

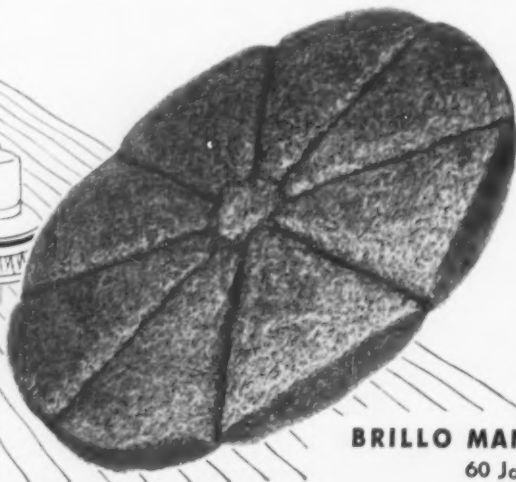
Rodney Tillman, director of elemen-

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GARRETT TUBULAR PRODUCTS, INC.  
P. O. BOX 237 DEPT. 854 GARRETT, INDIANA

tary education for Montgomery County, Rockville, Md., has been named professor of elementary education and curriculum, George Peabody College, Nashville, Tenn.

Roderick F. McPhee, executive assistant, Committee for the Advancement of School Administration, A.A.S.A., has been appointed acting secretary of the committee and assistant secretary to the association.

Joseph M. Troxell, superintendent for 12 years of the American Elementary and High School in Sao Paulo, Brazil, becomes director of the Inter-American Schools Service of the American Council on Education, Washington, D.C., effective July 1. He succeeds William E. Dunn, who retired in July, last year. Harold L. Parks, executive assistant, has served as interim director.

Arlo L. Schilling, assistant superintendent at Elkhart, Ind., has been elected president of North Central College, Naperville, Ill.

Sylvia Ciernick, editor of publications, Information Services, Dearborn Public Schools, Mich., has accepted an appointment on the staff of the school of education, Michigan State University, Lansing. Miss Ciernick has served both as president and vice president of the National School Public Relations Association. She is on leave for one year from the Dearborn position she has held since 1948.

Edward F. Gaidzik, assistant director of lunchrooms, Chicago, has been named director of lunchrooms there, succeeding Frank O. Washam, who retired.

Gordon L. Lippitt, assistant director, Division of Adult Education Service, N.E.A., and program director, National Training Laboratories, becomes professor of behavioral sciences, George Washington University, Washington, D.C., effective September 1.

Paul Pickett, superintendent at Fayette, Iowa, will join the faculty of the education department of Upper Iowa University, Fayette.

### Deaths . . .

I. Newton Cowan, 54, superintendent at Roselle Park, N.J.

J. Fred Essig, 60, superintendent at Youngstown, Ohio. Dr. Essig had served as assistant superintendent there from 1947 to 1956. Previously he had been director of high schools for three years.

Arthur W. Hale, former superintendent at Franklin and Wrentham, Mass.

J. Spurgeon Edwards, 72, retired superintendent of Montgomery County, Troy, N.C. He had served there 40 years.

H. Morton Jeffords, 71, former superintendent at Fairfield, Conn.

Franklin P. Geiger, 90, former super-

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What does it take to protect everyone who uses your shower rooms against Athlete's Foot? It takes the unique advantages only SANI-MIST provides—

- **Maximum protection** against Athlete's Foot—with individual, undiluted applications of SANI-MIST solution—in just 30 seconds.

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## SLIDE TO SAFETY . . .

In 63 actual fires, Potter Slide Fire Escapes evacuated everyone in plenty of time, without confusion or injury.

Adaptable to all types of occupancy and for installation on the interior as well as the exterior.

Return the coupon below for information and a representative if desired.



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intendent at Dover, East Liverpool, and New Philadelphia, Ohio.

**Clyde T. Saylor**, 70, retired superintendent of Chester County, West Chester, Pa.

**Walter E. Stebbins**, 55, superintendent for 17 years of Mad River Schools, Dayton, Ohio.

**Lyle R. Willey**, 64, retired superintendent at Bluffton, Ind.

**Vernon E. Wightman**, 52, superintendent for 18 years at Bath, N.Y.

**C. Doyle Manhart**, 60, retired superintendent at Petersburg, Ind.

**John L. Bracken**, 68, retired superintendent at Clayton, Mo. He was president of the American Association of School Administrators in 1949-50.

**George H. Gatie**, 59, former superintendent, Bay Shore, N.Y.

**Ira B. Fee**, 80, retired superintendent, District No. 1, Missoula, Mont.

**Harry E. Puntney**, 63, superintendent of White County, Carmi, Ill.

**Edith Wolfmeyer**, 74, retired superintendent, Brown County, Mount Sterling, Ill.

**Fred Bode**, 53, superintendent, Cuyahoga Falls, Ohio.

**Thomas F. Feeney**, 58, retired supervising principal, Larksville Schools, Kingston, Pa.

**Talmage DeWitte Foster Sr.**, 63, superintendent, Sussex County, Sussex, Va. He had been superintendent of schools there since 1925.

**Guy P. Rigaud**, 67, superintendent for 28 years at Spring Valley, N.Y.

**Sam S. Dickey**, assistant superintendent for 20 years at Lakewood, Ohio.

**Edith B. Joynes**, president of the N.E.A. for 1943-44. She had been an elementary principal in Norfolk, Va., and served on the budget and legislative committees of the N.E.A. Mrs. Joynes also had been president of the Department of Classroom Teachers, N.E.A.

**Harold Rugg**, 74, former professor of education, Teachers College, Columbia University.

**Wade H. Coffindaffer Sr.**, 78, former superintendent, Harrison County, Clarksburg, W.Va.

**Wilfred H. Price**, 88, retired superintendent, Watertown, Mass.

**Paul R. Cummins**, 53, superintendent, Fairfield County, Lancaster, Ohio.

**Norman E. Tellar**, chief, school lunch program, Michigan Department of Public Instruction, Lansing.

**Pierce H. DeBeaugrine**, 64, superintendent for 23 years of Warren County, Warrenton, Ga.



Edited by BESSIE COVERT

TO HELP YOU get more information quickly on the new products described in this section, we have provided the convenient Readers Service Form on page 107. Check the numbers on the card which correspond with the numbers at the close of each descriptive item in which you are interested. The NATION'S SCHOOLS will send your requests to the manufacturers. If you wish other product information, just write us and we shall make every effort to supply it.

### Packaged Air Conditioners Are High Capacity Units

Designed for use wherever high capacity, self-contained air conditioning units are required, "PAC" packaged air conditioners are engineered for installation within the conditioned area or at a remote



location. The units are compact, quiet in operation, and can be used with steam coils in the duct system. Available in five sizes, the 10 and 15 h.p. capacities are obtainable with free air discharge plenum, the 20, 25 and 30 h.p. models are equipped with dual compressors, and all sizes can be furnished with fresh air inlets. Casings are of panel type construction, insulated throughout with one-inch fiberglass, and are finished in hammertone blue-gray enamel with a vinyl paint undercoating. Dunham-Bush, Inc., 179 South St., West Hartford 10, Conn.

For more details circle #174 on mailing card.

### New "Extra High" Washer Reaches Windows From 66 Feet

Model No. 6½, Tucker's new "extra high" window washer, enables the operator



to reach fourth and modern fifth floor windows and to wash windows up to 66 feet from the ground, according to report. With telescopic handles that can be reduced and separated into sections, the model can also be used to wash basement and first, second and third floor windows. Wide flaring brushes clean corners and trim as well as panes, and a detergent tablet dispenser is available for use

with the unit. Tucker Mfg. Co., 112 Fourth Ave., S.E., Cedar Rapids, Iowa.

For more details circle #175 on mailing card.

### Perfection Language Laboratory Includes Teacher's Monitor Station

The Perfection Model MT-8 is a completely mobile language laboratory which is simple to operate and flexible enough to meet the needs of areas such as literature, music appreciation and speech training. A self-contained unit mounted in a metal cart on four-inch rubber wheels, the Perfection is a recent addition to the Mobile-Tronics line of audio-active language labs and includes eight student stations, each with a headset and microphone, and one monitor station for the teacher. With this set-up one to eight students may use the equipment at the same time, each listening to a master voice on the tape through his headset, repeating into his individual microphone, and hearing his own voice played back into his headset for comparative purposes. The monitor station enables the teacher to turn to any of the other eight stations,



listen to the master voice and student repetition, and interrupt for correction or plug a tape recorder into the unit and record both voices. The MT-8 can also be used as a regulation tape recorder or as a P. A. System. Mobile-Tronics, 1703 Westover Rd., Morrisville, Pa.

For more details circle #176 on mailing card.

### Cream Dessert and Pie Filler Mix Needs Only Egg Yolk and Water

Lemon pie, pudding or cream sauce can be made by adding egg yolk and water to the new Continental Cream Dessert and Pie Filler. Packaged in a polyethylene coated aluminum foil inner bag hermetically sealed to keep out moisture and prevent deterioration, the mixture is available in 26-ounce boxes printed with serving suggestions or in five-pound cans. Continental Coffee Co., 2550 Clybourn Ave., Chicago 14.

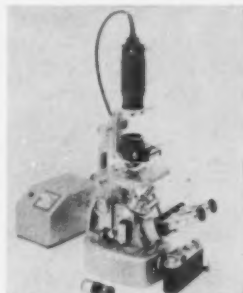
For more details circle #177 on mailing card.

### Inverted Microscope Design Allows Full View of Stage

A completely unobstructed stage sur-

## WHAT'S NEW for Schools

face in full view of the operator is possible with Unitron Inverted Microscopes. The new biological microscopes, available in either monocular or binocular laboratory and research models, give magnifications up to 2000X and feature built-in illumination and a wide choice of ac-



cessories. With the new design, materials such as tissue culture, living protozoa and plankton can be examined in the glassware in which they have been prepared. Cameras for photomicrography are easily attached with a mechanism standard with all binocular models but offered as an accessory with the monocular scopes. Unitron, Instrument Div. of United Scientific Co., 204 Milk St., Boston 9, Mass.

For more details circle #178 on mailing card.

### Toledo Posture Chair Designed for Language Labs

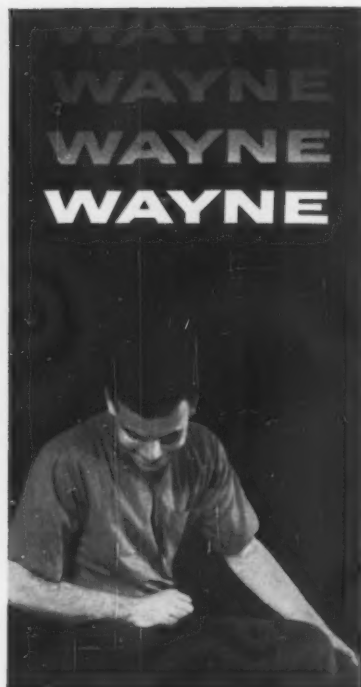
Proper posture seating is encouraged with Toledo's Model 9612, an adjustable posture chair that combines steel base construction with a formed plywood seat and adjustable backrest. The chair, designed to meet the requirements of class-



room language laboratories, features an instantaneous 4½-inch seat height adjustment, rubber cushioned steel glide feet, and tamperproof moving parts and adjustments. Toledo Metal Furniture Co., 1150 S. Hastings St., Toledo 7, Ohio.

For more details circle #179 on mailing card.

(Continued on page 100)



## WAYNE OUTDOOR SEATING SYSTEMS

work wonders with any seating budget



Wayne Type "L" Portable Steel Bleachers. More safety, seating, savings on cramped budgets.



Sturdy Wayne Type "M" Portable Steel Grandstands grow as your program expands.



Wayne Permanent type grandstand seating systems save dollars in the largest stadium.



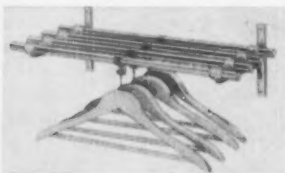
Whatever the scope of your seating needs, whatever the size of your budget, Wayne can provide a system that gives more efficient seating... at greater savings. For when you call Wayne you draw on the experience of the world's largest manufacturer of spectator seating.

Write for all-new 1960 outdoor seating catalog today.

WAYNE IRON WORKS • WAYNE, PA.

## Coat and Hat Rack Wall-Mounted and Compact

Space is saved with the small wall-mounted coat and hat rack recently introduced. The compact unit is practical for shallow and confined spaces in offices,



meeting rooms, classrooms and other areas as the hangers are parallel to the wall. The entire assembly projects only 11 inches and coats are held four-deep, spaced apart on garment hangers of standard size and shape with hookless "hooks" which slip into fixed receptacles. The hat shelves are formed of parallel aluminum tubes held in cast aluminum wall brackets two feet or longer. **Vogel Peterson Co., P. O. Box 90, Elmhurst, Ill.**

For more details circle #180 on mailing card.

## No. 616 Worksaver Cart Provides Extra Shelf Capacity

Only 50 inches high, the new six-shelf member of the Bloomfield Worksaver cart line, No. 616, can pass through any standard door opening. Designed to provide extra shelf capacity for food service and other institutional uses, the unit is made entirely of dirtproof, easy-to-clean stainless steel with a lustrous finish, and has one rubber bumper completely encircling the cart and another on its pushbar. The cart has a 500-pound capacity, yet rolls over any surface easily and quietly on four rubber-tired, ball-bearing-equipped casters. **Bloomfield Industries, Inc., 4546 W. 47th St., Chicago 32.**

For more details circle #181 on mailing card.

## High Quality and Modest Cost In Fiberglass Astro-Domettes

Developed for high school and junior college science departments, the new fiberglass Astro-Domette, available in a choice of pastel colors, is a modern, practical aid to education. The domes are fabricated on an assembly-line basis, making high quality possible with modest cost, and are shipped in large preassembled sections, stamped or molded so that com-



ponents are uniform and interchangeable. With outside diameters of eight, 10 or 12 feet, the units have metal tracks and are equipped with a manually rotated "Up and Over" shutter system. **Astro-Dome Inc., 1801 Brownlee Ave. N.E., Canton 5, Ohio.**

For more details circle #182 on mailing card.

## Cork in 16 Colors for Floors and Walls

Color-Cork is a durable and effective acoustical surface with virtually unlimited applications for floors and walls. It greatly reduces the noise of voices and traffic, as well as noises from outside. For the floor, it reduces fatigue since it provides a springy, resilient covering which is even effective for basketball and tennis courts. It does not show punctures, will not support combustion and is easy and inexpensive to maintain. Available in 16 attractive colors in pastels and deep shades, Color-Cork comes in rolls and in tile. The rolls are 36, 42, 48 and 78 inches wide, 1/8 or 1/4 inch thick, up to 90 feet long. Tiles are six, nine, 12 and 18 inches square, in the same thicknesses. Providing both physical and decorative advantages, Color-Cork has many uses in institutions. The material can be cleaned with soap and water and the bright colors are an integral part of the burlap-backed, plastic vinyl-coated material. Color-Cork can be readily applied to all surfaces with standard adhesives. **Gotham Materials, Inc., 91 Weyman Ave., New Rochelle, N.Y.**

For more details circle #183 on mailing card.

## Jumbo Jungle Animal Caricatures Differ With Cup Size



Cups in the Jumbo Jungle cup line feature a parade of animal caricatures which differ with each size and provide a quick means of identifying cup capacity. Waxed cold drink cups are printed in red, white and blue. Jumbo Jungle ice cream cups in pastel colors are printed with a different combination of animals on each size cup. Practical and entertaining for use in kindergarten and the primary grades, all cups in the line are available with tight sealing snap cap and tab lids. **Continental Can Co., Bondware Div., 349 Oraton St., Newark, N.J.**

For more details circle #184 on mailing card.

## Working Parts of Dialcot In Replaceable Cartridge

Convenience and economy are ensured with the new Moen Dialcot shower control which adjusts water temperature and volume with only one knob. Made of lucite, the knob is turned to the desired temperature and pulled in or out to start, stop or adjust the rate of flow of the water. All working parts of the Dialcot are in a sealed, self-lubricated cartridge which can be replaced quickly and easily without technical skill or special tools, reducing maintenance difficulties and costs. **Moen Faucet, 2701 Washington Blvd., Bellwood, Ill.**

For more details circle #185 on mailing card.

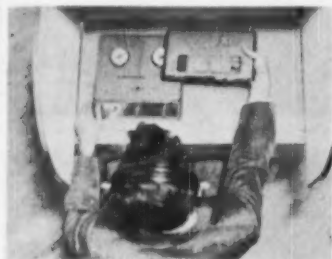
### Wide Corrective Range in Cincinnati Clock System

A 12-hour corrective range plus hourly correction are features of the new Cincinnati Time Recorder minute impulse clock system. With the system time recorders, time stamps and program controls can be operated without an auxiliary relay device, all clocks can be set to the correct time at any period of the day from a central location, and maintenance is at a minimum due to the absence of continuous moving parts. Cincinnati Time Recorder Co., 1733 Central Ave., Cincinnati 14, Ohio.

For more details circle #186 on mailing card.

### Dual-Channel Tape Recorder Is Key to Langua-Lab System

The Phoneticon, a dual-channel magnetic tape recorder, permits the student to listen to a recorded lesson on one tape track and to record, erase and playback on the other. He cannot erase the master track and is able to check himself against the material provided by the teacher for pronunciation and retention. The recorder, with tape enclosed in a snap-on Langua-Pak cartridge, is the key to the combination of simplicity and personalization offered by the Langua-Lab, an electronic system for the teaching of languages. An-



other important component of the unit, the Convert-A-Desk, easily converts from an acoustically insulated booth to a true desk, conserving classroom space. Each Langua-Lab is designed to furnish full facilities for personalized instruction and can be used to meet a variety of group study requirements. Langua-Lab Co., 167 Chestnut St., Albany 10, N.Y.

For more details circle #187 on mailing card.

### Roof Deck with Fiberguard Is Protected from Water Damage

Capillarity, the cause of much water damage to building materials, is reduced with Fiberguard, a specially formulated Silicone additive which coats each long wood fiber in Tectum Roof Deck and makes it water repellent. The new additive is odorless and colorless, protects material in storage and during construction from damage and staining, and affects neither the properties of Tectum nor its price. Tectum Corp., 535 E. Broad St., Columbus 15, Ohio.

For more details circle #188 on mailing card.

### Additions to Coverite Line Include Heavy Duty Table

A new expanded line of durable Coverite tops includes models for use on various

types of individual pupil desks, tablet-arm chairs, teacher desks, and tables as large as 48 by 96 inches. The tops, of plastic bonded to 1/4 inch tempered hard-board bound with heavy extruded anodized aluminum edging that slide over



the damaged desk or table tops, are anchored in place with Phillips head screws, and have no standard size as they are made up on a custom basis. A ruggedly constructed, heavy duty table of 3/4 inch plywood capped with specially constructed Coverite and with tubular steel legs is an addition to the line. Coverite, Inc., 3110 Whitmore Lake Rd., Ann Arbor, Mich.

For more details circle #189 on mailing card.

### Universal Typewriter Ribbon Fits Nearly All Machines

Fabric ribbons that will record both black and red for correspondence and offset and heat transfer duplicating processes, Burroughs Corporation's Nu-Kote and Encore typewriter ribbons are designed to perform all typing jobs and fit nearly every make of typewriter without a special spool. Nu-Kote ribbon, sold in 24 and 36-yard lengths, is available mounted on a universal plastic spool or on manufacturers' standard spools. Encore ribbon is mounted exclusively on manufacturers' spools. Burroughs Corp., 6071 Second Ave., Detroit 32, Mich.

For more details circle #190 on mailing card.

### Deep-Cushion Comfort in Stack Chair Line

Suitable for meeting and conference rooms, faculty and student lounges, and for use at school social functions, the new Harter stack chairs have seats with 1 5/16 inches of molded foam rubber plus an inner cushion of resilient organic fiber. The units are attractive in appearance and can be stacked eight high to conserve space when not in use. Seat pans protect the next seat pad and upholstery, and nylon bumpers on rear legs prevent



metal-to-metal contact to protect finish when the chairs are stacked. Legs are of tapered steel tubing in a choice of four colors with a wide range of colors and fabrics available for the upholstery. Harter Corp., Sturgis, Mich.

For more details circle #191 on mailing card.

(Continued on page 102)

# CRASH!



### A KEWANEE KEEPS DISHES FROM GOING TO PIECES

A money-saving Kewanee Dishwasher minimizes breakage by reducing dish handling by 80%. And you'll save money in other ways, too! A Kewanee replaces from one to two employees, paying for itself in less than a year through wage savings alone. You also save on detergent costs, doing a better job with from 1/2 to 1 cup per tubful. Hot water is saved, for a Kewanee Dishwasher heats its own water, maintaining a pathogenic bacteria-killing 180° in the rinse and 140-160° in the washing cycle.

Kewanee's Force-Flow pump propels hot water through the wash compartment at a 400 gal./min. "live water" torrent, thoroughly sweeping away even the most stubborn egg and lipstick. Over 2000 dishes, utensils and glassware can be washed, rinsed and air-dried per hour.

Prices start at \$429, F.O.B. Kewanee, Ill. There are three Kewanee Dishwasher models to choose from: the standard two-tub . . . two-tub pre-wash spray . . . three-tub model providing a second rinse. Another money-saver is the Kewanee Pot 'n Pan Washing Unit, attaching directly to your present sink—converting it to an automatic washer. It will clean the dirtiest pots, pans, utensils, trays, stove grates, refrigerator parts . . . even vegetables! For complete details, write:

Standard Model



Pre-wash Model



3 Deep Tub Model



Pot 'n Pan Washer

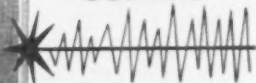


**Kewanee DISHWASHER**  
802 Burlington Ave., Kewanee, Illinois



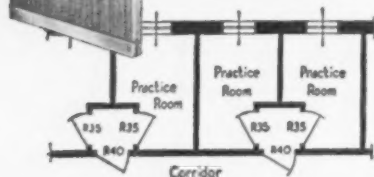


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Isolate disturbing noise and sound in music and band rooms, gymnasiums, workshops and hallways with this nationally famous sound insulating door. Pre-measured for sound reduction, you know in advance the final noise factor. Sound Insulating Doors come in 35, 40 and 43 decibel degrees of transmission loss — controlling a full range of sound intensity. Write for details or consult your architect or acoustical engineer.

### Get this FREE brochure

It tells in understandable non-technical language how SOUND INSULATING DOORS function — how sound intensity is measured and controlled.

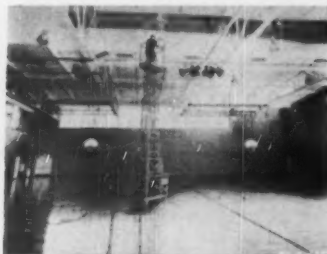


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### Lifting Device Services Overhead Equipment

The Hi-Reach Telescoper, designed to accommodate the high ceilings in auditoriums, gymnasiums and swimming pools, is a compact, transportable lifting device that enables maintenance personnel to service overhead equipment such as light-



ing, loudspeakers, scoreboards and draperies quickly and safely. Easily transported and conveniently stored in its lowered position, the unit is available in manual and automatic electrically powered models with lifting capacities from 10 feet, nine inches to special heights of 95 feet. The sturdy platform has ample space for the worker, his tools and material, and the device can also be used for painting and installing banners and decorations, and in corridors, classrooms and outdoor maintenance. **Economy Engineering Co., 4511 W. Lake St., Chicago 24.**

For more details circle #192 on mailing card.

### SCD Sprayed Coil Unit Controls Humidity

Maintaining close humidity control and achieving clean air, the new SCD Sprayed Coil unit is available in horizontal or vertical models, each offered in fifteen sizes. It may be obtained with preheat and reheat coils if required, and features include modular construction, arrangements for every application, removable panels and an independent structural steel frame. **Drayer-Hanson Div., Crane Co., 3301 Medford St., Los Angeles 63, Calif.**

For more details circle #193 on mailing card.

### Base Cabinet Permits Unlimited Room Arrangements



The Tolerton Model 2A six-drawer vocational base cabinet may be used as a wall installation or island grouping, making unlimited room arrangements possible. The 23 by 47-inch cabinet, manufactured with bolt reinforced mortised and tenoned joints, is 33 3/4 inches high. Tops of any size and thickness can be used to meet special requirements. **The Tolerton Co., Alliance, Ohio.**

For more details circle #194 on mailing card.

THE RECREATION LINE

**WHEREVER  
CHILDREN PLAY**

*Safely!*

Recreation equipment with  
engineered safety to meet  
the most rigid requirements.

- Playground Equipment
- Indoor Basketball Backstops
- Swimming Pool Equipment

Literature for each line available  
on request—please specify.

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**RECREATION  
EQUIPMENT CORP**  
Dept. NS-260 — 724 W. 8th St.  
Anderson, Indiana

*REQUEST THESE  
VALUABLE FREE  
CATALOGS ON*

**STANDARD**

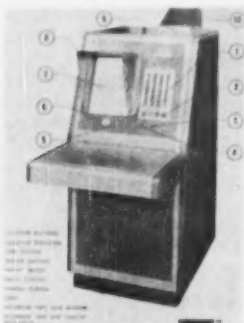
- MASTER CLOCK AND PROGRAM SYSTEMS
- CENTRALIZED EMERGENCY LIGHTING SYSTEMS
- FIRE ALARM SYSTEMS
- FLEXLAB® ELECTRIC SUPPLY AND DISTRIBUTION EQUIPMENT

**THE STANDARD ELECTRIC  
TIME COMPANY**  
89 LOGAN STREET  
SPRINGFIELD 2, MASSACHUSETTS



### Tutor Automatic Teaching Device Makes Student Active Participant

An automatic, random-access film projector, Western Design's Tutor presents 35mm. microfilmed or motion picture material to the student and examines him on the points presented, discovering his errors in understanding and correcting them before they impede his progress. Any one of 10,000 stored images is projected on the screen and the student reads the first unit of information. He is then confronted with a multiple-choice question, picks an answer and enters the number assigned to his choice into the keyboard. If the answer is correct the machine presents a succeeding unit of information and a new question, but if the student's choice is the wrong one, he is either sent back to Image 1 or given a sub-sequence of correctional material suited to his needs. The Tutor uses continuous "feedback" control, making the student an active participant in the learning process and allowing him to acquire rational and functional mastery of ideas and principles as well as facts. Enabling each student to proceed at his own pace, the unit reduces total training time and eliminates the need of a human instructor for each pupil, while replacing much of the actual operational equipment or-



dinarily required for trouble-shooting instruction. **Western Design Div., U. S. Industries, Inc., Santa Barbara Airport, Goleta, Calif.**

For more details circle #195 on mailing card.

### Heavy Duty Wrap Added to Reynolds Institutional Line

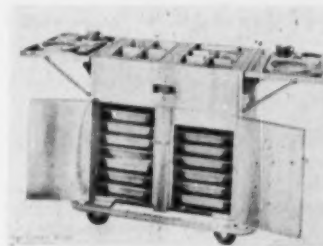
A thicker, more rugged aluminum foil desirable for wrapping frozen meats and other foods for storage and cooking, Heavy Duty Wrap in a handy dispensing box is the newest item in the Reynolds Institutional Foil line. Lighter wraps are also available in the easy-to-use box. **Reynolds Metals Co., Richmond 18, Va.**

For more details circle #196 on mailing card.

### New Portable Electric Cart Transports Hot and Cold Foods

Versatility is a feature of the new Atlas Model 572 Portable Electric Hot and Cold Food Cart, which contains three compartments, each controlled by a separate electric thermostat. The new, advanced design "cold-conditioned" food compartment and two heat compartments, one with dry or moist and one with dry heat, maintain hot or cold foods at desired temperatures,

solving the problem of handling varied menus and special diets. Designed to transport and serve foods in schools and other institutions where persons to be fed are remote from the food preparation center, the mobile, self-contained unit may be plugged into any standard electric outlet and serves complete meals for 300



children or 175 adults. **National Cornice Works, Atlas Div., 1323 Channing St., Los Angeles 21, Calif.**

For more details circle #197 on mailing card.

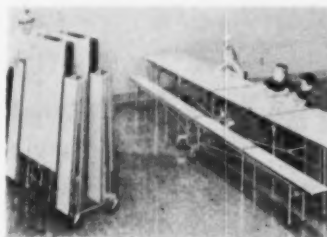
### Flannel and Peg Boards for Classroom Installation

Rounding out the Endur line of classroom teaching boards are Flannelboard and Peg Board, both available in standard colors, framed in etched and anodized aluminum and ready for easy mounting. Endur Flannelboard consists of 1/2-inch Hard-fiber hardboard with a surface of flannel. Endur Peg Board is 1/4-inch thick. **Endur Products Co., Visalia, Calif.**

For more details circle #198 on mailing card.

### Two-Fol Tables For Multi-Purpose Rooms

A quick and economical way to convert classrooms to a variety of uses is offered with the Two-Fol folding table and bench set, a 16-foot unit that seats 24 children comfortably and folds into a compact 63-inch high unit for storage. Made with a self-supporting and free-standing steel undercarriage and a durable Formica top in a wide choice of colors and patterns, the set features steel U channels which support the top panels and to which all legs are attached and pivot, balanced springs to assist in folding and unfolding operations, and four ball-bearing



ing caster wheels four inches in diameter which support the center undercarriage and on which the unit is wheeled to and from storage. The benches may be left in the folded position if only the table is to be used, and the Two-Fol tables are available without benches. **Rol-Fol Table, Inc., 8467 Melrose Pl., Los Angeles 46, Calif.**

For more details circle #199 on mailing card.

(Continued on page 104)



## GIVE THEM A FEELING FOR LEARNING

with this New  
Relief Map



... Now Aero's new North America map puts the contours of a continent at their fingertips. This colorful, authoritative and accurate True Raised Relief Map helps students understand better ... remember longer ... as they see and feel the highest mountain ... the deepest valley.

Same size (41" x 54") and same scale (1" = 110 miles) as Aero's South America map • self-framed • molded in lifetime vinyl • 10 colors • 3000 place names. Send for information on our full line of relief maps, including: the United States, Europe, Canada, World, and others.

## AERO SERVICE CORPORATION

210 East Courtland Street  
Philadelphia 20, Pa.

### Mushroom Slides Provide Shade and Sitting Space

Usually arranged in groups of from two to 20 or more, Mushroom Slides lend a touch of make-believe to the school ground or play area and add atmosphere



and excitement during story telling time. They provide shade or sitting space, and children can slide down the mushrooms, crawl under and over them or jump from one to another. Available with 24 or 30-inch diameters, the caps are of preformed 12 gauge steel electrically welded to the stems, and are painted in bright red with white polka dots. Mexico Forge, Inc., Mexico, Pa.

For more details circle #200 on mailing card.

### Portable Sound Shelter for Hearing Tests

Low price and portability are features of the new Maico Sound Shelter designed for use where acoustic protection is needed for audiometric testing. The completely assembled unit comes ready to

uncrate and roll quietly and easily into place on its rubber wheeled swivel casters. The 24 by 24 by 70-inch interior easily accommodates a student seated in an armchair for testing, and includes a complete jack panel for audiometer accessories and a glass observation window. The 1/4-inch Plexiglas door closes on magnetic catches. The Sound Shelter can be readily rolled to any area where hearing tests are conducted. Maico Electronics, Inc., 21 N. Third St., Minneapolis 1, Minn.

For more details circle #201 on mailing card.

### Electricity Kit Makes Science Understandable

The Basic Electricity Kit is a working model which helps teachers to demonstrate and make understandable the scientific principles of electricity. It includes a small electric motor, buzzer, switch, ammeter, lamp and socket, magnet wire and bar, compass, fuse, battery and other parts, all mounted on plastic plates. Illustrated instructions outline a series of fourteen simple experiments. Product Design Co., 2796 Middlefield Rd., Redwood City, Calif.

For more details circle #202 on mailing card.

### Oven and Storage Cabinet Combined in One Unit

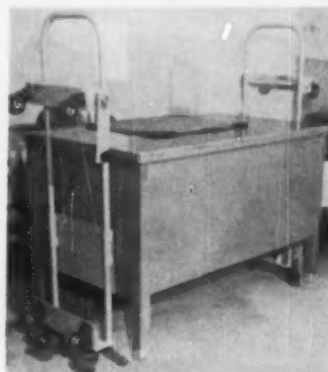
Up to 100 sandwiches can be preserved in a refrigerated storage cabinet of the Infrared Sandwich Machine for at least three days and then prepared for consumption within a few minutes in an

automatic oven in the same unit. Low cost, convenience and small size make the machine useful for schools, colleges and other public institutions. Automatic Foods Leasing Corp., 3601 N. Mozart Ave., Chicago 18.

For more details circle #203 on mailing card.

### Multipurpose Lift Trucks Move Heavy, Hard-to-Handle Loads

Moving jobs are done safely, quickly and economically with the Di-Pelco Multipurpose Lift Trucks, a pair of practical solutions to most moving problems. Simple and versatile, the trucks are placed on

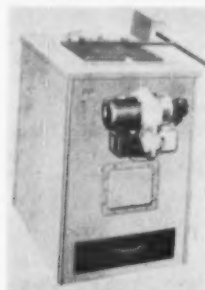


either side of an object of any dimensions, and handles are used to manipulate the ratchet lifts which elevate the load so that it can be moved. Shipped two to the carton, the trucks can be used together, as illustrated, or singly in a horizontal position. The units are rigidly constructed of Mayari-R-Steel, with ball bearing casters and airplane-type steel cables. D. L. Pezzuti, Sales, 320 Robble, Endicott, N.Y.

For more details circle #204 on mailing card.

### Grip-Lock Corners Permit Flexible Incineration

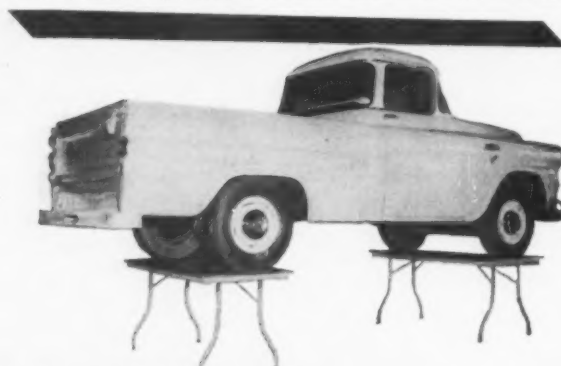
United States Incinerator's flexible new models with grip-lock corners are readily



disassembled, permitting a unit to be moved and re-installed in another building when it no longer satisfies the needs at its original installation. The expandable corners also allow the incinerator to expand or contract, preventing it from blowing apart in case of an explosion or high temperature fire. With a double-combustion chamber, the product is made of 12 gauge steel shell with a 2 1/2-inch lining which is pre-tested for from 2500° to 3000° F. United States Incinerator Corp., 755 Boylston St., Boston 16, Mass.

For more details circle #205 on mailing card.

(Continued on page 106)



## PROVEN STRENGTH!

Actual photograph above hints at the rugged, long-haul strength of Metwood tables. This tri-balance strength performs in some of America's finest institutions. Send for literature today, without obligation. Find out why professional buyers who check and test—choose Metwood!

**Metwood**  
**hanover**  
FOLDING TABLES

FUND-RAISING  
BOOKLET FREE!  
A service for clubs,  
churches, etc. Write  
without obligation!  
Hanover, Pa.,

# THINGS ARE CHEAPER THAN PEOPLE

All through the advertising pages of this magazine and in the "What's New" section there is information on products that will save you and your staff time and do the job better. Every wise administrator knows that time saved is money saved—that *things* are cheaper than people. Be sure you know all that research and manufacturing skill are making available to save you and your staff time and money—and do the job better.

Turn to the yellow sheet at the back of this issue—you'll find every product shown in the magazine identified by number. The postage-paid return card will bring you the specific information you need. Be sure to keep up to date. Use the card and be sure.

## FOR MODERN ADMINISTRATION

**Rauland**

MODEL 5224

LOW-COST SCHOOL

INTERCOMMUNICATION SYSTEM



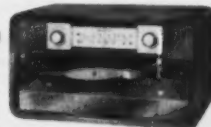
### 2-Way Communication and Program Facilities

- ★ For up to 48 rooms
- ★ "All-Call" feature
- ★ Volume level indicator
- ★ Remote mike operation
- ★ Matching radio and phonograph available

This compact, precision-built system providing low-cost 2-way communication facilities is ideal for efficient supervision of all school activities. Announcements, speeches and voice messages can be made by microphone to any or all rooms (up to a total of 48); speech origination from any room to the central cabinet is available. Includes "All-Call" feature for simple instantaneous operation. Has input connections for remote microphone, radio, phonograph and tape recorder. Housed in compact, attractive all-steel blue-gray cabinet suitable for desk or table. When combined with the S404 matching radio-phonograph below, a complete centralized school sound system is achieved at a remarkably low cost, within the means of even the smallest school.

### MATCHING MODEL S404 RADIO AND PHONOGRAPH

Combines perfectly with the S224 system. Provides complete facilities for the distribution and control of radio and phonograph programs. Includes precision-built FM-AM radio tuner and high quality 3-speed record player. The matching S404 and S224 units may be stacked compactly to conserve desk space. Together, they form a complete and versatile sound system offering either communication or program facilities at the lowest cost.



Other RAULAND School Sound Systems are available with capacity up to 160 classrooms. RAULAND Public Address equipment is also available for auditorium and athletic field sound coverage.

## RAULAND-BORG CORPORATION

Rauland-Borg Corporation

3535 Addison St., Dept. N, Chicago 18, Ill.

☐ Send full details on all RAULAND School Sound Systems.

We have ..... classrooms.

Name ..... Title .....

School .....

Address .....

City ..... Zone ..... State .....

## Literature and Services

• The new two-color Bulletin AD-1222 describes the Radial Drill Press, a versatile tool with a choice of four speeds for drilling a variety of materials, which can also do sanding, shaping, routing and other operations. The leaflet includes 12 close-up photographs, catalog listings and specifications and is available from Rockwell Mfg. Co., Delta Power Tool Div., 466 N. Lexington Ave., Pittsburgh 8, Pa.

For more details circle #206 on mailing card.

• "The Conn Clarinet Story" and "The Conn Research Story" are the titles of two new brochures that supplement color slide film presentations and are available to music educators from the Conn Corp., Elkhart, Ind. The first booklet covers the history, design and manufacture of clarinets in a modern plant, and the other depicts and describes Conn research facilities, devoted exclusively to the improvement of musical instruments.

For more details circle #207 on mailing card.

• Universal Portable Wood Bleachers are described and illustrated in a new six-page brochure providing information on how an initial group of bleachers can be used for multiple purposes and easily expanded by the addition of more sections at a later date. The two-color booklet, available from Universal Bleacher Co., 1303 N. McKinley Ave., Champaign, Ill., gives construction details and complete specifications.

For more details circle #208 on mailing card.

• Designed to help educators plan and install science equipment, the new "Guidebook for The Selection & Mounting of Apparatus for the Sheldon Junior Science Program . . . and Apparatus Panel Applications for 'Total Experience' Science Laboratories" is a comprehensive manual. Entitled Bulletin Number 60-A2 and issued by E. H. Sheldon Equipment Co., Muskegon, Mich., the booklet presents material in text form with "Helpful Hints" and line drawings of parts discussed. Descriptive catalog information with photographs is presented on all equipment and apparatus, and lists are given of apparatus required for various studies or experiments. The bulletin carries subject heads in bold white-on-black letters at the bottom of each page for quick reference.

For more details circle #209 on mailing card.

• An attractive bulletin, printed in full color, describes and pictures the modern products for the library available from Deluxe Metal Products Co., Warren, Pa. Actual installations of Deluxe shelving and other products are illustrated in full color and data on various types of open and closed shelving, accessories and related equipment are included.

For more details circle #210 on mailing card.

• Information on the Educational Film Library of Syracuse University is presented in a folder available from the university, Bldg. D-7, Collendale, Colvin Lane, Syracuse 10, N.Y.

For more details circle #211 on mailing card.

• The twentieth edition of the Seal-O-San Basketball Coaches Digest is divided into four sections: Fundamentals; Offense; Defense, and Coaches Clinic, and is available from Huntington Laboratories, Inc., Huntington, Ind. The 1960-61 issue of the magazine features the theories and techniques of 26 basketball coaches, including Lou Rossini of New York University, Cliff Wells of Tulane and Eddie Hickey of Marquette, and the informative articles are illustrated with action photographs and play diagrams.

For more details circle #212 on mailing card.

• Various types of Mail Handling Equipment are described and illustrated in a new catalog available from Cutler Mail Chute Co., Rochester, N.Y. The 12-page booklet describes mail chutes, mail boxes, lock type letter boxes and mail room equipment, with typical specifications and advantages of the various models.

For more details circle #213 on mailing card.

• Miscellaneous hardware for schools, hospitals, colleges and other institutional construction is the subject of a new catalog issued by The Yale & Towne Mfg. Co., 11 S. Broadway, White Plains, N.Y. Information is included on door pulls, holders, bumpers, silencers and stops; bolts; drawer pulls; push plates; casement fasteners, and other building hardware.

For more details circle #214 on mailing card.

• The 1960 Catalog of Sanpan Translucent Building Panels available from Panel Structures, Inc., 45 Greenwood Ave., East Orange, N.J., includes information on the complete line of Sanpan Translucent Panels, Translucent Window Walls and Translucent Curtain Wall System, with data on installations featuring colored and multi-colored panels.

For more details circle #215 on mailing card.

• The symptoms that plague a pencil sharpener are diagnosed and cataloged in "How to Service and Repair Your Pencil Sharpener," an illustrated manual available from The Joseph Dixon Crucible Co., 167 Wayne St., Jersey City 3, N.J. The four-page booklet uses easy-to-follow illustrations and tells "How to Sharpen A Pencil."

For more details circle #216 on mailing card.

## Supplier's News

Owens-Illinois Glass Co., Toledo 1, Ohio, announces acquisition of Keystone Brass Works, Erie, Pa., maker of plastic melamine dinnerware and cast bronze solder fittings. Operation of the melamine dinnerware plant will be under the Libbey Glass Division of Owens-Illinois, adding plastic dinnerware to the line of fine glassware manufactured by Libbey.

Smithcraft Corp., Chelsea 50, Mass., manufacturers of commercial and institutional lighting fixtures, announces a nation-wide leasing plan called Smithcraft Lease-Light, which permits owners or tenants to rent or finance lighting modernization or new construction while freeing working capital for other uses. Payments are made to the General Electric Credit Corp., and Smithcraft's complete line of fixtures are available under the plan.

**UPDATE YOUR WASHROOMS—  
LOWER YOUR MAINTENANCE COSTS  
with these school-service-designed**

**BOBRICK  
SOAP  
DISPENSERS**

• If your washrooms need new soap dispensers, you're paying for them now! It's a fact that maintenance costs of servicing outdated equipment often are higher than the cost of new equipment.



**BOBRICK  
DISPENSERS, INC.**

"Dependable Dispensers since 1906"

1214 NOSTRAND AVE., BROOKLYN 25, N. Y. • 1839 BLAKE AVE., LOS ANGELES 39, CALIF.



BOBRICK DISPENSERS, INC., DEPT. N, 1214 NOSTRAND AVENUE, BROOKLYN 25, NEW YORK

Gentlemen: Please send me your free booklet explaining how a major school system reduced its maintenance costs by 50% with Bobrick Soap Dispensers.

Name \_\_\_\_\_ Title \_\_\_\_\_  
School \_\_\_\_\_  
Street Address \_\_\_\_\_  
City \_\_\_\_\_ Zone \_\_\_\_\_ State \_\_\_\_\_



# INDEX TO ADVERTISEMENTS

## USE THIS PAGE TO REQUEST PRODUCT INFORMATION

The index on this and the following page lists advertisements in this magazine alphabetically by manufacturer. For additional information about any product or service advertised, circle the manufacturer's key number on the detachable postcard and mail it. No postage is required.

Products described in the "What's New" pages of this magazine also have key numbers which appear in each instance following the description of the item. For more information about these items, circle the appropriate numbers on the postcard and mail it, without postage, to The Nation's Schools.

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(We pay the postage)

I am interested in the items circled—

July, 1960

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**FIRST CLASS**  
**PERMIT NO. 136**  
**CHICAGO, ILL.**

**BUSINESS REPLY MAIL**

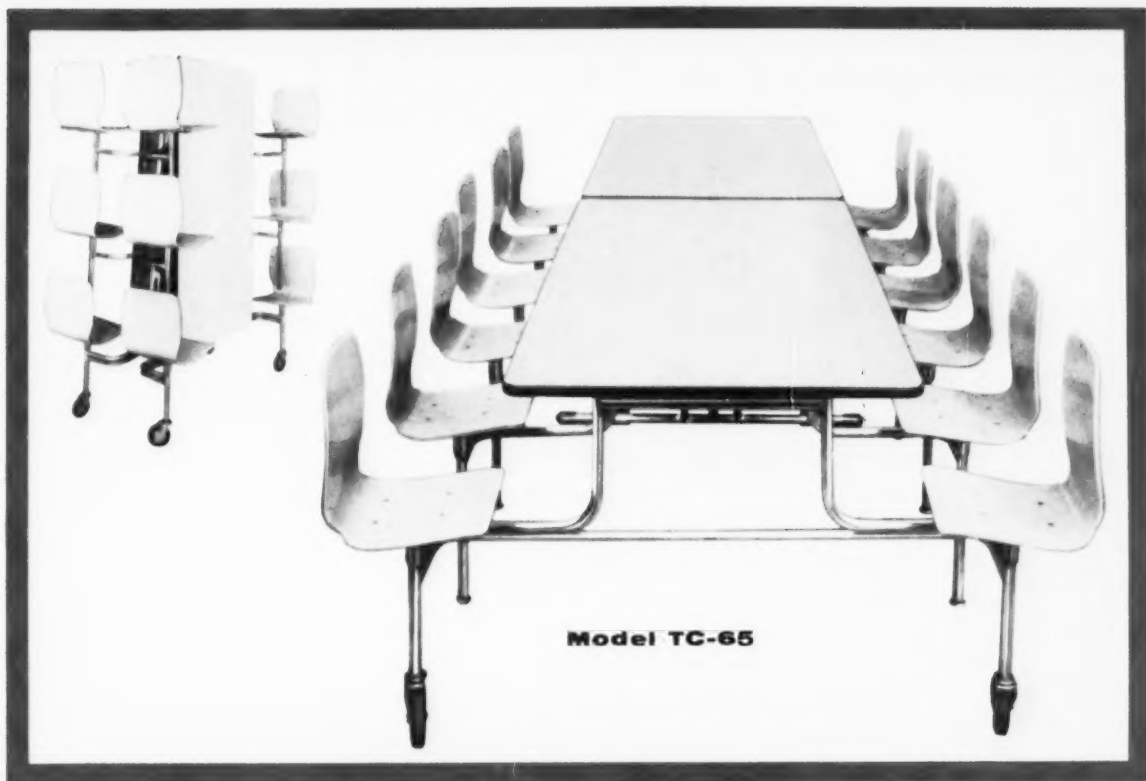
No Postage Stamp Necessary if Mailed in the United States

**POSTAGE WILL BE PAID BY**

**THE NATION'S SCHOOLS**  
**919 NORTH MICHIGAN AVENUE**  
**CHICAGO 11, ILLINOIS**



# DECARLITE TOPS



**NEW** **S I C O**

**FREE-WAY  
SEATING**

This new Sico TC-65 combines a table and 12 comfortable chairs in one portable folding unit . . . makes multi purpose rooms easier . . . seats more and saves space. Decarlite was selected by Sico to top these new free-way chair-tables for its top beauty and ease of maintenance. Because Decarlite Tops assure you Sico meets your needs for top function, top durability, worry-free years of top performance. More and more manufacturers and schools are finding Decarlite *the* Tops!

**WRITE FOR BROCHURE ON NEW SICO TABLES!**



#### **Decarlite Plastic Assures Top Use-Value**

Decarlite Tops, made by Decar, have been USE-TESTED by McCall's for heat, stain and wear resistance. Their high pressure plastic laminate surfaces were found care-free with the beauty of fine furniture finishes. They wipe clean—stay bright and new looking.

**DECAR** **PLASTIC CORPORATION**  
4501 WEST NORTH AVENUE • MELROSE PARK, ILLINOIS

and *Decarlite, Inc.* a wholly owned subsidiary



Women's Intramural Pool, MICHIGAN STATE UNIVERSITY  
Lansing, Michigan

Architects: RALPH R. CALDER & ASSOCIATES  
Detroit, Michigan

Tile Contractor: GRAND RAPIDS TILE & MOSAIC  
Grand Rapids, Michigan

Plate No. 2000

## How to get the most for your swimming pool dollars

Select Romany\*Spartan ceramic tile for tank lining, runway and walls, and don't forget the shower and locker rooms, too.

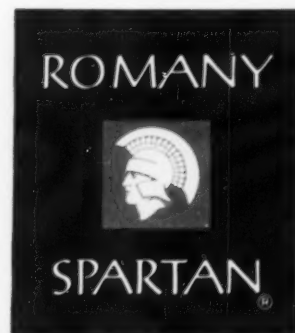
The advantages are countless. Romany\*Spartan is permanent—never needs replacement or repair. Because of its low absorption factor, it's impervious to body oils, requires less cleaning, holds maintenance to an absolute minimum. And its breathtaking beauty will never become soiled or dingy. Choose from an unlimited variety of sizes, shapes, colors and finishes, both glazed and unglazed to create the exact decorative effect you wish. Unglazed Romany\*Spartan ceramic mosaics are available, too, with abrasive added for extra safety on normally slippery runways.

If there's a pool in your plans, consult your architect about Romany\*Spartan. He'll be glad to provide samples and additional information. A free copy of "The Talents of Tile", showing school and college tile installations in full color, is yours for the asking. Write United States Ceramic Tile Co., Dept. NS-14, Canton 2, Ohio.

*Description of tile: Tank lining, tank edging, lane and depth markers are unglazed Romany\*Spartan Dresden ceramic mosaics, 1" x 1". Runway is the same with abrasive added for extra safety. Wainscot is of 4 1/4" x 4 1/4" Romany\*Spartan glazed wall tile.*



UNITED STATES CERAMIC TILE COMPANY



CERAMIC TILE